



**TO:** P-12 Education Committee

**FROM:** Angelique Johnson-Dingle *Angelique Johnson-Dingle*

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

**DATE:** April 30, 2025

**AUTHORIZATION(S):** *[Signature]*

### SUMMARY

#### Issue for Decision

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

#### **Bronx (3):**

- **Bronx Community Charter School** (Five-year renewal);
- **Equality Charter School** (Five-year renewal with a revision to add Grades 4 and 5 to the current K-Grade 3 and Grade 6-12 configuration);
- **Mott Haven Academy Charter School** (Five-year renewal with a revision to amend the school's mission statement);

#### **Brooklyn (5):**

- **Brooklyn Charter School (The)** (Five-year renewal);
- **Brooklyn Scholars Charter School** (Five-year renewal);
- **Community Roots Charter School** (Five-year renewal);
- **Ember Charter School for Mindful Education, Innovation, and Transformation** (Five-year renewal);
- **Hebrew Language Academy Charter School** (Five-year renewal);

### **Manhattan (3):**

- **Inwood Academy for Leadership Charter School** (Four-year renewal);
- **New Heights Academy Charter School** (Five-year renewal and revision to remove Grade 5 from the school's current Grade 5-12 configuration); and
- **New York French-American Charter School** (Two-year renewal)

### **Reason(s) for Consideration**

Required by State statute.

### **Proposed Handling**

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at the May 2025 meeting.

### **Procedural History**

The Commissioner and Department staff forward the renewal recommendations for the following charter schools, as proposed by the New York City Department of Education Chancellor in her capacity as a charter school authorizer under Article 56 of the Education Law. The New York City Department of Education Chancellor asks that the charters be renewed as indicated and has provided a summary for each school as set forth in (Attachment A) below.

### **Background Information**

The Chancellor of the New York City Department of Education is bound by Article 56 of the Education law regarding the criteria that can be considered in decision making pertaining to charter school renewals and revisions.

The *Charter School Accountability Handbook*, which outlines the performance framework for New York City Department of Education Chancellor-authorized charter schools, was adopted by the New York City Department of Education in 2018. That document can be found on the New York City Department of Education website at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf).

### **Related Regents Items**

### **Bronx (3):**

#### **Bronx Community Charter School**

**Initial Charter:**

[January 2008: Charter Schools: Proposed Charter for the Bronx Community Charter School](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2008Meetings/January2008/0108emsca20.doc>)

**First Charter Renewal:**

[April 2013: Charter Schools: Renewal of Seven Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](#)

([https://www.regents.nysed.gov/sites/regents/files/413p12a4Revised\\_0.pdf](https://www.regents.nysed.gov/sites/regents/files/413p12a4Revised_0.pdf))

**Second Charter Renewal and Grade Expansion Revision:**

[May 2015: Charter Schools: Renewal of Four Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](#)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/May%202015/515p12a1.pdf>)

**Revision to Authorized Enrollment:**

[March 2016: Charter Schools: Revisions to Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](#)

(<https://www.regents.nysed.gov/sites/regents/files/316p12a6.pdf>)

**Third Charter Renewal:**

[February 2020: Charter Schools: Renewal of Two Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](#)

(<https://www.regents.nysed.gov/sites/regents/files/220p12a4revised.pdf>)

**Equality Charter School****Initial Charter:**

[January 2009: Charter Schools: Proposed Charter for the Equality Charter School](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca5.htm>)

**Revisions Including Change Community School District:**

[July 2009: Charter Schools: Proposed Revision to the Initial Charter for Equality Charter School](#)

(<https://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra9.htm>)

**First Renewal and Revision to Add High School Grades to Grade Span:**

[December 2013: Renewal of Four Charters Authorized by the Chancellor of the New York City Department of Education](#)

(<https://www.regents.nysed.gov/sites/regents/files/1213p12a3%5b1%5d.pdf>)

**Revision to Increase Authorized Enrollment:**

[June 2014: Charter Schools: Revision to Charter Authorized by the Chancellor the New York City Department of Education](#)

(<https://www.regents.nysed.gov/sites/regents/files/614p12a4.pdf>)

**Second Renewal and Revision to Increase Authorized Enrollment:**

[March 2018: Renewal of Eight Charters Authorized by the Chancellor of the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf>)

**Third Renewal and Revision to Add Grades K-3 to Grade Span:**

[March 2020: Renewal of Four Charters Authorized by the Chancellor of the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf>)

**Mott Haven Academy Charter School**

**Initial Charter:**

[January 2008: Charter Schools Proposed Charter for the Mott Haven Academy Charter School](https://www.regents.nysed.gov/meetings/2008/2008-01-27)

(<https://www.regents.nysed.gov/meetings/2008/2008-01-27>)

**First Renewal with Increase to Authorized Enrollment:**

[April 2013: Charter Schools: Renewal of a Charter Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/413bra5pdf%5b1%5d.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/413bra5pdf%5b1%5d.pdf>)

**Second Renewal:**

[April 2015: Charter Schools: Charter Renewal Recommendations for Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/meetings/Apr%202015/415p12a7Revision2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/Apr%202015/415p12a7Revision2.pdf>)

**Revision to Add Middle School Grades and Increase Authorized Enrollment:**

[February 2016: Charter Schools: Revisions to Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/216p12a5.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/216p12a5.pdf>)

**Third Renewal and Increase to Authorized Enrollment:**

[February 2020: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education – Chancellor](https://www.regents.nysed.gov/sites/regents/files/220p12a4revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/220p12a4revised.pdf>)

**Brooklyn (5):**

**Brooklyn Charter School (The)**

**Initial Charter:**

November 2000 Initial Charter

(Not available on NYSED website)

**Revisions Including Change to School Name:****[December 2003: Revisions to Charter School Charters](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca1.htm)**

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2004Meetings/January2004/0104emscvesidca1.htm>)

**First Renewal:****[June 2005: Renewal of Charter School Charters](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida4.htm)**

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/June2005/0605emscvesida4.htm>)

**Second Renewal:****[May 2006: Charter School Renewals](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2006Meetings/May2006/0506emscvesida6.htm)**

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2006Meetings/May2006/0506emscvesida6.htm>)

**Third Renewal:****[June 2011: Charter Schools: Renewal of Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2011Meetings/June2011/611p12a2.pdf)**

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2011Meetings/June2011/611p12a2.pdf>)

**Fourth Renewal:****[March 2016: Charter Schools: Renewal of Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/316p12a5.pdf)**

(<https://www.regents.nysed.gov/sites/regents/files/316p12a5.pdf>)

**Fifth Renewal:****[June 2019: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/619p12a4.pdf)**

(<https://www.regents.nysed.gov/sites/regents/files/619p12a4.pdf>)

**Sixth Renewal:****[May 2022: Report of Regents P-12 Education Committee to The Board of Regents](https://www.regents.nysed.gov/report/may-2022/p-12-education)**

(<https://www.regents.nysed.gov/report/may-2022/p-12-education>)

**Brooklyn Scholars Charter School****Initial Charter:****[January 2009: Charter Schools: Proposed Initial Charter for the Brooklyn Scholars Charter School](https://www.regents.nysed.gov/meetings/2009/2009-02-31)**

(<https://www.regents.nysed.gov/meetings/2009/2009-02-31>)

**First Renewal:****[February 2014: Charter Schools: Renewal of Two Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/214p12a3Revised%5b1%5d_0.pdf)**

([https://www.regents.nysed.gov/sites/regents/files/214p12a3Revised%5b1%5d\\_0.pdf](https://www.regents.nysed.gov/sites/regents/files/214p12a3Revised%5b1%5d_0.pdf))

**Second Renewal:**

[March 2016: Charter Schools: Renewal of Eight Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/316p12a5.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/316p12a5.pdf>)

**Revision to Increase Authorized Enrollment:**

[March 2017: Charter Schools: Revisions to Charters Authorized by New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/317p12a7.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/317p12a7.pdf>)

**Third Renewal:**

[April 2021: Charter Schools: Renewal of Two Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/421p12a4revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/421p12a4revised.pdf>)

**Community Roots Charter School****Initial Charter:**

[December 2005: Charter Schools: Proposed Charter for Community Roots Charter School](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/December2005/1205emscvesida5.htm)

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/December2005/1205emscvesida5.htm>)

**First Renewal:**

[January 2011: Charter Schools: Charter Renewal Recommendations for Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2011Meetings/January2011/111p12a2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2011Meetings/January2011/111p12a2.pdf>)

**Second Renewal and Revision to Add Middle School Grades:**

[June 2015: Charter Schools: Renewal of Five Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/meetings/Jun%202015/615p12a8.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/Jun%202015/615p12a8.pdf>)

**Revision to Increase Authorized Enrollment:**

[March 2016: Charter Schools: Revisions to Charters Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/316p12a6.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/316p12a6.pdf>)

**Third Renewal:**

[March 2020: Charter Schools: Renewal Recommendations for Four Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf>)

## **Ember Charter School for Mindful Education, Innovation, and Transformation**

### **Initial Charter:**

[January 2010: Charter Schools: Proposed Charter for Teaching Firms of American Professional Preparatory Charter School](https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca2.htm)

(<https://www.regents.nysed.gov/meetings/2010Meetings/January2010/0110emsca2.htm>)

### **First Renewal:**

[March 2015: Charter Schools: Renewal Recommendations for Five Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/meetings/Mar%202015/315p12a6.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/meetings/Mar%202015/315p12a6.pdf>)

### **Revision to Temporarily Increase Authorized Enrollment to Include 6<sup>th</sup> Grade:**

[April 2016: Charter Schools: Revisions to Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/416p12a6.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/416p12a6.pdf>)

### **Second Renewal and Revisions Including Name Change and Addition of Middle School Grades:**

[March 2017: Charter Schools: Renewal Recommendations for Three School Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/317p12a8revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/317p12a8revised.pdf>)

### **Revision to Add High School Grades:**

[June 2020: Charter Schools: Revision Recommendations for Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/620bra9-revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/620bra9-revised.pdf>)

### **Third Renewal and Revision to Decrease Authorized Enrollment:**

[April 2022: Charter Schools: Renewal Recommendations for Six Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf>)

## **Hebrew Language Academy Charter School**

### **Initial Charter:**

[January 2009: Charter Schools: Proposed Charter for the Hebrew Language Academy Charter School](https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca10.htm)

(<https://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca10.htm>)

### **First Renewal:**

[January 2014: Charter Schools: Charter Renewal Recommendation for the Hebrew Language Academy Charter School, Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/114p12a5%5b1%5d.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/114p12a5%5b1%5d.pdf>)

**Second Renewal:**

[March 2015: Charter Schools: Charter Renewal Recommendations for Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/meetings/Mar%202015/315p12a6.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/meetings/Mar%202015/315p12a6.pdf>)

**Third Renewal:**

[May 2019: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/519p12a5REVISED.pdf>)

**Fourth Renewal:**

[April 2022: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf>)

**Manhattan (3):****Inwood Academy for Leadership Charter School****Initial Charter:**

[December 2009: Charter Schools: Proposed Charter for Inwood Academy for Leadership Charter School](https://www.regents.nysed.gov/meetings/2009/2009-12-36)  
(<https://www.regents.nysed.gov/meetings/2009/2009-12-36>)

**Revision to Change Lottery Preferences:**

[April 2010: Charter Schools: Proposed Revision to the Initial Charter for Inwood Academy for Leadership Charter School](https://www.regents.nysed.gov/meetings/2010/2010-05-11)  
(<https://www.regents.nysed.gov/meetings/2010/2010-05-11>)

**First Renewal and Revision to Add Grades 10 – 12:**

[December 2014: Charter Schools: Charter Renewal Recommendations for Six Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/1214p12a3Revised.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/1214p12a3Revised.pdf>)

**Second Renewal and Revision to Decrease Authorized Enrollment:**

[March 2018: Charter Schools: Renewals to Charters Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/318p12a3revised.pdf>)

**Third Renewal:**

[May 2021: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/521p12a1revised.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/521p12a1revised.pdf>)

**Revision to Add Elementary School Grades:**

[May 2022: Revision Recommendations for a Charter School Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/522p12a2.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/522p12a2.pdf>)



## **New Heights Academy Charter School**

### **Initial Charter:**

[April 2005: Charter School Applications and Revision to Existing Charter](https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/April2005/0405emscvesida1.htm)

(<https://www.regents.nysed.gov/sites/regents/files/documents/meetings/2005Meetings/April2005/0405emscvesida1.htm>)

### **First Renewal:**

[April 2010: Charter Schools: Proposed First Renewal Charter for New Heights Academy Charter School](https://www.regents.nysed.gov/meetings/2010/2010-04-20)

(<https://www.regents.nysed.gov/meetings/2010/2010-04-20>)

### **Second Renewal:**

[February 2015: Charter Schools: Charter Renewal Recommendations for Six Charters Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/215p12a10.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/215p12a10.pdf>)

### **Third Renewal:**

[March 2017: Charter Schools: Renewals to Charters Authorized by Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/317p12a8revised.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/317p12a8revised.pdf>)

### **Revision:**

[February 2018: Charter Schools: Revisions to Charters Authorized by New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/218p12a2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/218p12a2.pdf>)

### **Fourth Renewal:**

[March 2020: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/320p12a3.pdf>)

## **New York French-American Charter School**

### **Initial Charter:**

[September 2009: Summary of The September Meeting of the Board of Regents of the University of New York](https://www.regents.nysed.gov/Summaries/0909summary)

(<https://www.regents.nysed.gov/Summaries/0909summary>)

### **First Renewal:**

[May 2014: Charter Schools: Charter Renewal Recommendations for Four Charter Schools Authorized by the Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/514p12a4.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/514p12a4.pdf>)

### **Second Renewal:**

[April 2017: Charter Schools: Renewals to Charters Authorized by Chancellor of the New York City Department of Education \(NYCDOE\)](https://www.regents.nysed.gov/sites/regents/files/417p12a6.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/417p12a6.pdf>)

### **Revision to Add Middle School Grades:**

[February 2018: Charter Schools: Revisions to Charters Authorized by New York City Department of Education Chancellor](https://www.regents.nysed.gov/sites/regents/files/218p12a2.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/218p12a2.pdf>)

### **Third Renewal:**

[April 2022: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education](https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/422p12a5.pdf>)

### **Recommendation**

It is recommended that the Board of Regents take the following action(s):

VOTED: That the Board of Regents finds that **Bronx Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Bronx Community Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Equality Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Equality Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Mott Haven Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Mott Haven Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Brooklyn Charter School (The)**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Charter School (The)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Brooklyn Scholars Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Brooklyn Scholars Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Community Roots Charter School** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Community Roots Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Ember Charter School for Mindful Education, Innovation and Transformation**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Ember Charter School for Mindful Education, Innovation and Transformation** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Hebrew Language Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Hebrew Language Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **Inwood Academy for Leadership Charter School** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **Inwood Academy for Leadership Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2029**.

VOTED: That the Board of Regents finds that **New Heights Academy Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **New Heights Academy Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2030**.

VOTED: That the Board of Regents finds that **New York French-American Charter School** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the renewal application of **New York French-American Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

### **Timetable for Implementation**

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



Table 1: Charter School Summary

<b>Name of Charter School</b>	Bronx Community Charter School (Bronx Community)
<b>Board Chair</b>	Gil Schmerler
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 10 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2008
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: January 15, 2008 – January 14, 2013</li> <li>First Renewal Term: January 15, 2013 – June 30, 2015</li> <li>Second Renewal Term: July 1, 2015 – June 30, 2020</li> <li>Third Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>3170 Webster Avenue, Bronx NY 10467– Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Bronx Community Charter School students engage deeply with the real-world through engaging projects, including a recent Latin/Hispanic study of the community and a project on enslaved peoples and the Black Lives Matter movement.</li> <li>Multiple points of connection for families to engage with school, including curriculum nights, publishing parties and demonstrations at the end of units. Frequent communications between school and families through tools such as Jump Rope and Google classroom and having the personal phone numbers of school leaders.</li> <li>Students are active in community engagement, including creating a guide to community businesses and organizations, advocating for more garbage cans and cleaner streets, and successfully lobbying to get a street named after a Bronx activist.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

Table 2: Current Grade Levels and Authorized Enrollment

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8

<sup>1</sup> 16% of students residing in CSD 10 attend charter schools.

<b>Total Authorized Enrollment</b>	520	520	520	520	520
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**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	520	520	520	520	520

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 5 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on State assessments for ELA and math exceeded the district of location for all students and for students with disabilities (SWDs), English language learners (ELLs), and for economically disadvantaged (ED) students throughout the charter term. Further, the school has demonstrated significant growth over the charter term in the years where there was testing in both subjects, overall, and for all student subgroups.

### **Essential Question 1: Is the school an academic success?**

## **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding New York State Testing Program (NYSTP) 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:
  - a. In 2023-24, the school had a 52% proficiency rate for ELA and 50% proficiency rate for math, compared to 35% and 37% for the CSD and 47% and 52% statewide, respectively.
  - b. In 2023-24, the school had a 32% proficiency rate for ELA and a 29% proficiency rate for math for SWDs compared to 15% and 18% for the CSD and 18% and 25% statewide, respectively.
  - c. In 2023-24, the school had a 30% proficiency rate for ELA and a 43% proficiency rate for math for ELLs compared to 20% and 27% for the CSD and 26% and 37% statewide, respectively.
  - d. The school's proficiency rates on State assessments for math and ELA exceeded the district of location for all students, Students with Disabilities, English Language Learners, and Economically Disadvantaged students throughout the charter term.
  - e. During the 2024-2025 school year, the school implemented Lavinia, a science of reading-based program, in their literacy curriculum as well as their three inter-disciplinary units of study.

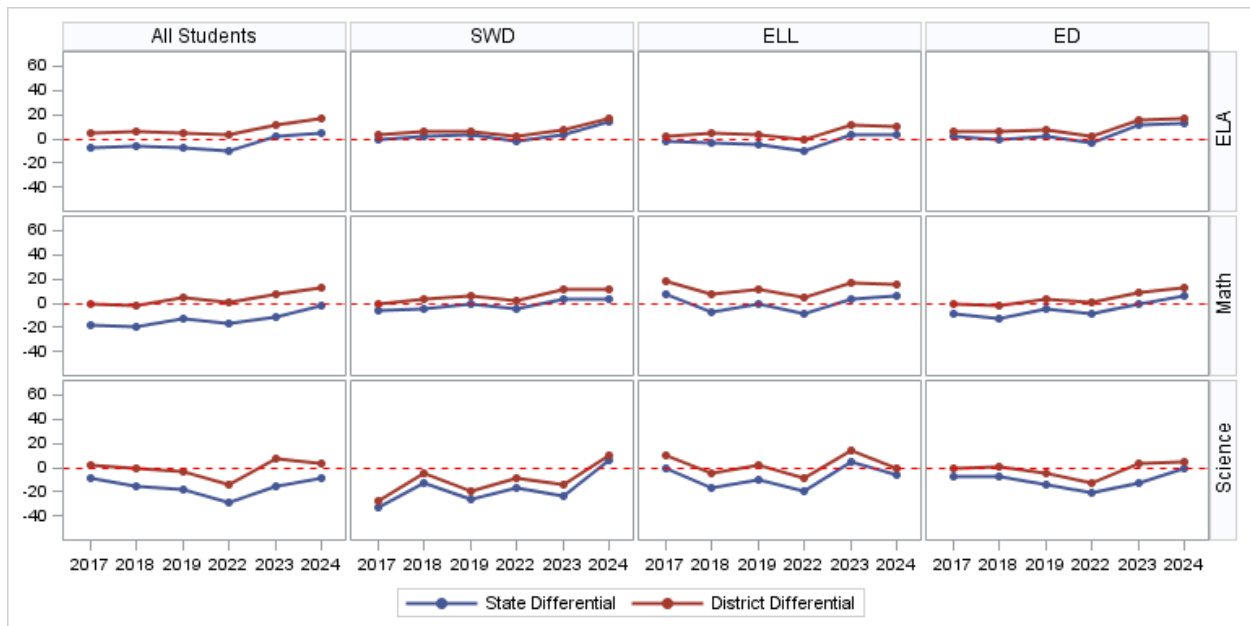
**Academic Program:** Bronx Community Charter School ("Bronx Community") offers dynamic instruction for students that considers multiple pathways for learners to engage with rich and meaningful curriculum and obtain frequent opportunities to collaborate with, and learn, alongside peers. Students learn in collaborative student groups, with opportunities to discuss their learning with peers. In every classroom, teachers intentionally employ a range of co-teaching strategies throughout the day, ensuring that all students' needs are met. Student voice, choice, and independence are honored and cultivated at Bronx Community. In literacy, Bronx Community adopted Close Reading for Meaning, UFLI phonics, and Literacy Footprints for small group work. Implementation of the Lavinia close reading protocol led to improved student decoding skills in earlier grades, and greater preparation to take on the challenge of longer, more complex, texts in the upper grades. A typical Close Reading structure includes a three-day cycle to deepen students' comprehension and analytical skills. The Close Reading structure includes a day of shared reading followed by a day for craft and structure analysis, then concludes with a third day for demonstration of mastery, whereby students identify the main idea and craft evidence-based responses to the reading. For mathematics, the school recently adopted Eureka Mathematics for Grades K-5 and Illustrative Mathematics for Grades 6-8 to develop a more structured and coherent framework for students to learn math. Paired with an enhanced scope and sequence in math, these changes led to increased opportunities for students to achieve mastery, while identifying opportunities for small group instruction to address gaps in prerequisite standards. As a result of this programming, Bronx Community students demonstrated growth overall throughout the charter term on NYSTP assessments in ELA and math and outperformed the district of location each year of the charter term.

**Academic Program for SWDs and ELLs:** At Bronx Community, the school supports SWDs by programming one section of self-contained, 12:1:1 special class in each grade from kindergarten to Grade 3. All other classes are Integrated Co-Teaching (ICT), with one special education teacher and one general education teacher. Small group instruction is a feature of each lesson and provides an opportunity for a teacher to design learning groups based on need and support student engagement. During small group instruction,



students obtain opportunities to reflect on their learning and engage in “turn and talks.” Teachers can more effectively monitor students and their performance in small groups, adjust the lesson, or pose specific questions in order to assess the distance between student responses and the expectations of the lesson. Teachers engage in professional learning on using Specially Designed Instruction (“SDI”) and differentiation to further support SWDs and ELLs. In part due to these supports, the school demonstrated growth over the charter term and has consistently outperformed the CSD in each year of the charter term.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 10**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Bronx Community CS	NYC CSD 10	District Differential	NYS	NYS Differential	Bronx Community CS	NYC CSD 10	District Differential	NYS	NYS Differential
All Students	2018	39%	33%	+6	45%	-6	25%	27%	-2	45%	-20
	2019	39%	34%	+5	46%	-7	35%	30%	+5	47%	-12
	2022	37%	34%	+3	47%	-10	22%	21%	+1	39%	-17
	2023	50%	38%	+12	48%	+2	40%	32%	+8	51%	-11
	2024	52%	35%	+17	47%	+5	50%	37%	+13	52%	-2
SWD	2018	19%	13%	+6	17%	+2	14%	11%	+3	18%	-4
	2019	18%	12%	+6	15%	+3	18%	12%	+6	18%	0
	2022	14%	12%	+2	16%	-2	10%	8%	+2	14%	-4
	2023	23%	15%	+8	19%	+4	26%	14%	+12	23%	+3
	2024	32%	15%	+17	18%	+14	29%	18%	+11	25%	+4
ELL	2018	22%	17%	+5	25%	-3	22%	14%	+8	29%	-7
	2019	20%	17%	+3	25%	-5	30%	18%	+12	31%	-1
	2022	19%	19%	0	29%	-10	16%	11%	+5	25%	-9
	2023	32%	21%	+11	29%	+3	37%	20%	+17	34%	+3
	2024	30%	20%	+10	26%	+4	43%	27%	+16	37%	+6
ED	2018	36%	30%	+6	36%	0	22%	24%	-2	34%	-12
	2019	38%	31%	+7	36%	+2	32%	28%	+4	37%	-5
	2022	34%	32%	+2	37%	-3	20%	19%	+1	28%	-8
	2023	50%	35%	+15	38%	+12	39%	30%	+9	40%	-1
	2024	50%	33%	+17	37%	+13	48%	35%	+13	42%	+6

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

Bronx Community utilizes a variety of assessments to identify gaps in student learning and then leverages targeted small group instruction to support individual students on specific skills in six-week cycles. In addition to the Student Language Scale and Fountas & Pinnell for early grades, Bronx Community utilizes NWEA Measures of Academic Progress (MAP) and Close Reading for Meaning assessments in ELA. For math, Bronx Community utilizes pre-module assessments to measure student's mastery of pre-requisite skills. End of module assessments measure student progress toward proficiency in these skills. MAP assessments are also implemented in mathematics and are utilized along with exit tickets, topic tickets, and pre-module assessments to identify areas of strength/need and proactively plan interventions or supports for students. These efforts led to both steady growth in student outcomes on NYSTP assessments in ELA and math over the charter term.

## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Bronx Community CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	520	518	100%
2020-2021	520	524	101%
2021-2022	520	475	91%
2022-2023	520	459	88%
2023-2024	520	468	90%

The DOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is currently authorized to serve 520 students in grades K-8. In 2023-2024, the school was +5 percentage points above target range for enrollment of SWDs, and within target range for the enrollment of ELLs and ED students, -8 percentage points fewer ELL students than the district of location, and -1 percentage points fewer ED students than the district of location. The school increased enrollment of ED students over charter term. The school is above target range for retention of all students and all target groups. The school achieved significant growth in enrolling students with disabilities throughout the charter term, and last year enrolled 5% more SWDs than the district of location (see Table 6 below).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Bronx Community CS	NYC CSD 10	Differential to District	Bronx Community CS	NYC CSD 10	Differential to District	Bronx Community CS	NYC CSD 10	Differential to District
2019-2020	23%	23%	0	21%	29%	-8	83%	88%	-5
2020-2021	22%	23%	-1	23%	30%	-7	83%	88%	-5
2021-2022	21%	23%	-2	24%	30%	-6	86%	88%	-2
2022-2023	25%	24%	+1	22%	29%	-7	84%	89%	-5
2023-2024	29%	24%	+5	22%	30%	-8	89%	90%	-1

The school has exceeded all retention targets for aggregate retention (see Table 7 below).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Bronx Community CS	NYC CSD 10	Differential to District	Bronx Community CS	NYC CSD 10	Differential to District	Bronx Community CS	NYC CSD 10	Differential to District	Bronx Community CS	NYC CSD 10	Differential to District
2019-2020	89%	87%	+2	93%	87%	+6	87%	88%	-1	89%	87%	+2
2020-2021	95%	89%	+6	93%	89%	+4	92%	90%	+2	96%	90%	+6
2021-2022	87%	82%	+5	88%	79%	+9	87%	84%	+3	88%	83%	+5
2022-2023	92%	85%	+7	90%	86%	+4	89%	85%	+4	91%	85%	+6
2023-2024	94%	85%	+9	95%	86%	+9	94%	86%	+8	95%	85%	+10

## Legal Compliance

Bronx Community sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

### Financial Management

The NYCDOE reviewed Bronx Community's audited financial statements from the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. No deficiencies in internal controls were identified in any audit with the exception of the FY22 and FY24 audits, which identified significant weaknesses as a result of not collecting the required number of bids.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 6, 2025. One hundred and twenty-six people attended the hearing, and twenty spoke. Twenty people were in favor of the renewal. No one was opposed. No letters of support or opposition were submitted.

## Equality Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Equality Charter School (Equality)
<b>Board Chair</b>	Roberta Osorio
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 8 and NYC CSD 11 <sup>2</sup>
<b>Initial Commencement of Instruction</b>	Fall 2009
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: January 13, 2009 – January 12, 2014</li> <li>First Renewal Term: January 13, 2014 – June 30, 2018</li> <li>Second Renewal Term: July 1, 2018 – June 30, 2020</li> <li>Third Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>3901 White Plains Road, Bronx NY 10466—Private Space</li> <li>4140 Hutchinson River Parkway East, Bronx NY 10475—Public Space</li> <li>2141 Seward Avenue, Bronx NY 10473—Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Equality Charter School partnered with Lavinia Group and STEM Strategies to improve the math program and provide professional development to teachers in implementing Eureka Math, math menus, and small group instruction and tutoring.</li> <li>Students participate in various electives and extracurricular activities, including music, cooking, Men and Women of Tomorrow, various sports, and cheerleading.</li> <li>Equality Charter School added a Data and Assessment Lead position to guide data work.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Add Grades 4 and 5 to the current K – Grade 3, Grade 6 – 12 configuration.</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grade 6 – 12	Grade 6 – 12	K – Grade 1, Grade 6 – 12	K – Grade 2, Grade 6 – 12	K – Grade 3, Grade 6 – 12
<b>Total Authorized Enrollment</b>	650	650	830	920	1,010

<sup>2</sup> 20% of students residing in CSD 8 attend a charter school; 17% of students residing in CSD 11 attend a charter school.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 4, 6 – 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	1,100	1,190	1,190	1,190	1,190

### **Rationale for Renewal and Revision Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Revision:**

- NYCDOE recommends granting approval to the school to continue adding the remaining grades of the elementary school so that students who were admitted to the lower elementary school grades have continuity of education for the remainder of their elementary school experience.

#### **Renewal Conditions:**

1. By July 15, 2025, the school will provide a comprehensive plan to increase academic outcomes for English language learners taking the NYSTP 3-8 ELA assessments with the ultimate goal of meeting and exceeding the outcomes of English language learners in the community school district by the end of the next charter term.
2. By October 1 each year of the charter term, the school will present an evaluation and adjustment of the plan upon reflection of the prior year's academic outcomes.

#### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 5 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Summary of Evidence for Renewal**

The school achieved significant growth throughout the charter term, ultimately meeting or exceeding the community school district in proficiency on the New York State Testing Program (NYSTP) Grades 3 – 8 math and ELA assessments overall, and for all subgroups, with few exceptions.

With few exceptions, the school has regularly exceeded the 4-year cohort Regents testing outcomes and 4-year high school graduation rates of NYS overall and for all student subgroups.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Middle/High School Outcomes**

See Table 4 below regarding NYSTP Grades 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year. See Table 5 below regarding aggregate and subgroup 4-year cohort Regents testing outcomes in the 2023-2024 school year. See Table 6 for high school graduation rates by cohort.

1. NYSTP:
  - a. In 2023-24, the school had a 48% proficiency rate for ELA and 64% proficiency rate for math, compared to 45% and 43% for the CSD and 48% and 51% statewide, respectively.
  - b. In 2023-24, the school had a 33% proficiency rate for ELA and a 55% proficiency rate for math for SWDs compared to 16% and 19% for the CSD and 19% and 22% statewide, respectively.
  - c. In 2023-24, the school had a 7% proficiency rate for ELA and a 31% proficiency rate for math for ELLs compared to 23% and 30% for the CSD and 23% and 31% statewide, respectively.
  - d. The school achieved significant growth throughout the charter term, ultimately meeting or exceeding the community school district in math and ELA overall, and for all subgroups, with few exceptions. Although ELLs increased proficiency year-over-year in ELA, they are currently underperforming the district of location.
2. High School Data:
  - a. Cohort Data: In 2023-24, students in the 2020 cohort performed -22% compared to NYS in ELA; -4% compared to NYS for Global History; -3% compared to NYS for math; -3% compared to NYS for Science; and 17% for U.S. History compared to NYS.
  - b. Annual Performance Data: The NYCDOE framework assesses annual Regents outcomes as compared with the outcomes for all NYC students. In 2024, Equality's proficiency rates in both Algebra I exceeded NYC by 1% point, and the school's proficiency rate met NYC for Global History. In U.S. History and ELA, the outcomes were each 16% points below NYC.
  - c. Graduation Outcomes: In 2023-24, the school had an 82% overall 4-year graduation rate as compared with 86% for NYS.

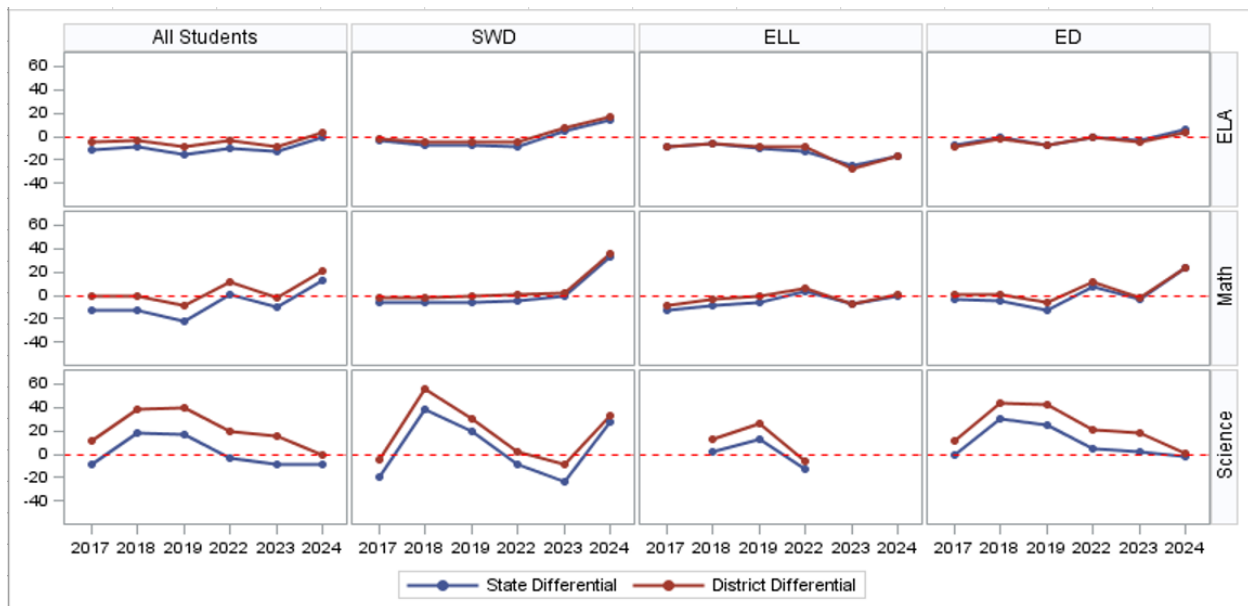
**Academic Program:** Equality Charter School ("Equality") provides a high level of academic rigor in a nurturing learning community to prepare scholars to be college and career ready. In addition to providing a seamless Grade 6-12 instructional program, Equality is adding elementary school grades to their present kindergarten and Grade 1 program in order to serve students from kindergarten through Grade 12 within the next charter term. In math and English, Equality employs a multi-tiered system of support to both provide remediation for struggling learners, and accelerated learning through increased rigor and extension activities for scholars ready for advanced work. Teachers also modify the scope and sequence to emphasize priority standards and allow more time for students to develop key, grade-level skills.



Recently, Equality introduced Ready NY to supplement core ELA instruction in Expeditionary Learning. Scholars use Ready NY during small group instruction and during the afterschool intervention program. In 2023-2024, Equality introduced Eureka Math as its new math curriculum. To support teachers, Equality contracted with STEM Strategies to support the implementation of Eureka Math and Math Menus and provided twenty on-site days of coaching to train teachers.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** Equality supports SWDs through an integrated co-teaching (ICT) program (at least two sections per grade are ICT) and through extensive coaching for ICT teachers (one general education, and one special educator) by the Directors of Scholar Services. ICT instruction allows each teacher to work with smaller groups of students and differentiate activities and resources to more specific student needs. During weekly special education trainings, teachers and leaders review modification and accommodations for SWDs and receive content-specific training on instructional approaches and the examination of specific student data to further modify supports and interventions. Each school has an ELL teacher who provides push-in and pull-out instruction based upon the sheltered language instruction model. In middle school and high school, Equality offers ELLs a course in English for Speakers of Other Languages (ESOL) provided by an ELL teacher. Also, the ELL teachers provide ongoing professional learning to core content teachers to ensure instruction is differentiated to meet student needs. Within classrooms, a push-in ELL teacher works with small groups of ELL students, and monitors student performance by observing work samples and providing in-the-moment feedback and modeling.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 11**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Equality CS	NYC CSD 11	District Differential	NYS	NYS Differential	Equality CS	NYC CSD 11	District Differential	NYS	NYS Differential
All Students	2018	37%	40%	-3	46%	-9	27%	27%	0	40%	-13
	2019	30%	38%	-8	45%	-15	21%	30%	-9	43%	-22
	2022	42%	45%	-3	52%	-10	35%	23%	+12	34%	+1
	2023	38%	46%	-8	50%	-12	38%	40%	-2	48%	-10
	2024	48%	45%	+3	48%	0	64%	43%	+21	51%	+13
SWD	2018	8%	12%	-4	15%	-7	6%	8%	-2	12%	-6
	2019	7%	11%	-4	14%	-7	7%	8%	-1	13%	-6
	2022	10%	14%	-4	18%	-8	6%	5%	+1	10%	-4
	2023	23%	16%	+7	18%	+5	18%	16%	+2	19%	-1
	2024	33%	16%	+17	19%	+14	55%	19%	+36	22%	+33
ELL	2018	14%	20%	-6	20%	-6	13%	16%	-3	21%	-8
	2019	9%	18%	-9	19%	-10	17%	18%	-1	23%	-6
	2022	17%	25%	-8	29%	-12	22%	16%	+6	18%	+4
	2023	0%	27%	-27	25%	-25	22%	29%	-7	29%	-7
	2024	7%	23%	-16	23%	-16	31%	30%	+1	31%	0
ED	2018	36%	38%	-2	36%	0	26%	25%	+1	30%	-4
	2019	28%	35%	-7	35%	-7	21%	27%	-6	33%	-12
	2022	42%	42%	0	43%	-1	33%	21%	+12	25%	+8
	2023	38%	43%	-5	41%	-3	35%	37%	-2	38%	-3
	2024	46%	42%	+4	40%	+6	64%	40%	+24	41%	+23

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS
ELA	2016	91	96%	88%	+8	21	81%	66%	+15	5	80%	69%	+11	64	97%	84%	+13
	2017	93	95%	89%	+6	23	96%	69%	+27	8	100%	75%	+25	69	94%	86%	+8
	2018	70	94%	87%	+7	24	92%	71%	+21	9	89%	68%	+21	59	93%	83%	+10
	2019	85	89%	81%	+8	29	83%	56%	+27	8	75%	54%	+21	75	89%	75%	14
	2020	97	58%	80%	-22	23	48%	52%	-4	12	25%	44%	-19	90	56%	74%	-18
Global History	2016	91	74%	84%	-10	21	43%	60%	-17	5	20%	63%	-43	64	77%	80%	-3
	2017	93	75%	87%	-12	23	61%	66%	-5	8	63%	69%	-6	69	74%	84%	-10
	2018	70	94%	86%	+8	24	96%	72%	+24	9	89%	68%	+21	59	93%	83%	+10
	2019	85	80%	82%	-2	29	69%	68%	+1	8	75%	63%	+12	75	80%	79%	+1
	2020	97	70%	74%	-4	23	57%	45%	+12	12	67%	42%	+25	90	69%	65%	+4
Math	2016	91	90%	88%	+2	21	67%	64%	+3	5	80%	72%	+8	64	91%	85%	+6
	2017	93	98%	90%	+8	23	96%	69%	+27	8	100%	79%	+21	69	99%	88%	+11
	2018	70	97%	91%	+6	24	96%	76%	+20	9	89%	78%	+11	59	97%	89%	+8
	2019	85	91%	90%	+1	29	83%	74%	+9	8	75%	73%	+2	75	92%	87%	+5
	2020	97	81%	84%	-3	23	74%	61%	+13	12	67%	62%	+5	90	80%	79%	+1
Science	2016	91	91%	87%	4	21	67%	64%	+3	5	60%	66%	-6	64	94%	83%	+11
	2017	93	96%	90%	+6	23	91%	70%	21	8	88%	74%	+14	69	94%	87%	+7
	2018	70	99%	91%	+8	24	96%	77%	+19	9	89%	73%	+16	59	98%	88%	+10
	2019	85	93%	90%	+3	29	86%	77%	+9	8	88%	70%	+18	75	93%	88%	+5
	2020	97	84%	87%	-3	23	83%	71%	+12	12	75%	60%	+15	90	82%	83%	-1
US History	2016	91	89%	84%	+5	21	62%	61%	+1	5	60%	61%	-1	64	91%	79%	+12
	2017	93	88%	85%	+3	23	83%	66%	+17	8	75%	67%	+8	69	88%	81%	+7
	2018	70	86%	84%	+2	24	79%	69%	+10	9	89%	67%	+22	59	83%	80%	+3
	2019	85	82%	80%	+2	29	72%	64%	+8	8	63%	64%	-1	75	83%	76%	+7
	2020	97	57%	74%	-17	23	39%	47%	-8	12	58%	48%	+10	90	58%	66%	-8

**Table 6: Graduation Rates by Cohort**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS	Charter Total Cohort	Equality CS	NYS	Differential to NYS
2016 Cohort	4 Year	91	90%	85%	+5	21	67%	63%	+4	5	100%	63%	+37	64	88%	80%	+8
	5 Year	90	93%	88%	+5	20	80%	69%	+11	5	100%	70%	+30	64	91%	83%	+8
	6 Year	89	97%	89%	+8	20	90%	72%	+18	5	100%	71%	+29	63	95%	85%	+10
2017 Cohort	4 Year	93	87%	86%	+1	23	78%	65%	+13	8	75%	70%	+5	69	87%	81%	6
	5 Year	91	91%	89%	+2	22	91%	72%	+19	7	86%	75%	+11	68	90%	85%	+5
	6 Year	89	93%	90%	3	21	95%	73%	+22	6	100%	76%	+24	66	92%	86%	+6
2018 Cohort	4 Year	70	91%	87%	+4	24	88%	69%	+19	9	89%	70%	+19	59	90%	82%	+8
	5 Year	70	96%	89%	+7	24	96%	74%	+22	9	89%	74%	+15	58	95%	85%	+10
	6 Year	70	96%	90%	+6	24	96%	75%	+21	9	89%	76%	+13	58	95%	86%	+9
2019 Cohort	4 Year	85	88%	86%	+2	29	86%	69%	+17	8	75%	68%	+7	75	88%	82%	+6
	5 Year	84	94%	89%	+5	28	93%	73%	+20	8	88%	72%	+16	73	95%	85%	+10
2020 Cohort	4 Year	97	82%	86%	-4	23	78%	69%	+9	12	75%	64%	+11	90	81%	81%	0

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

Equality enhanced their data analysis system through the addition of a new data and assessment lead position beginning last charter term, and through the addition of Tableau, a data dashboard. Equality teachers can now more easily intersect various data points (as in student demographics, progress towards mastery, and skill gaps) to drive more informed, scholar-centered decisions. At the classroom level, teachers regularly administer checks-for-understanding and daily exit tickets to inform real-time adjustments to instruction and identify scholars in need of additional support. Teachers also analyze and respond to scholar data during weekly individual meetings with the Directors of Instruction. In all department and grade level meetings, teachers regularly analyze and respond to student data by identifying struggling and excelling students and designing plans of instructional support.

### Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 7 below). This is because, with permission of the NYCDOE, the school delayed its implementation of the elementary school grades as a result of the COVID-19 pandemic.

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Equality CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	650	641	99%
2020-2021	650	618	95%
2021-2022	650	618	95%
2022-2023	830	615	74%
2023-2024	920	633	69%

The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunset of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is currently authorized to serve 1,010 students in grades K-3 and 6-12. In 2023-2024, the school exceeded the district of location in enrollment by 2% points for SWD students and by 4% points for ED students. Most recently the school was 11% points below the district of location for enrollment of ELLs. Notwithstanding, the school serves comparable numbers of ELL students as compared with their immediate surrounding schools. The school enrolls +1 percentage points more ED students compared to district of location. The school is above target range for retention of all students and all target groups. The school expanded their enrollment to include an elementary school. During the 2024-2025 school year, Equality added kindergarten and first grade as a result of previous delays due to the COVID-19 pandemic. The school has a lottery preference for ELLs and takes significant steps to promote the enrollment of ELLs, including publishing ads in local Spanish language newspapers, creating promotional materials in various languages, and adding a translation tool to the school's website. The school is exceeding enrollment targets for all subgroups, with the exception of ELLs, which most recently has been slightly below target range (see Table 8). However, when compared with district schools within a mile, the school is enrolling similar numbers of ELL students (see Table 9).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Equality CS	NYC CSD 11	Differential to District	Equality CS	NYC CSD 11	Differential to District	Equality CS	NYC CSD 11	Differential to District
2019-2020	27%	22%	+5	8%	18%	-10	80%	81%	-1
2020-2021	28%	23%	+5	10%	19%	-9	84%	83%	+1
2021-2022	26%	23%	+3	10%	19%	-9	84%	83%	+1
2022-2023	26%	23%	+3	8%	19%	-11	88%	83%	+5
2023-2024	25%	23%	+2	8%	19%	-11	90%	86%	+4

**Table 9: Subgroup Enrollment: English Language Learners as Compared with Schools within 1 Mile**

	ELL		
	Equality CS	Schools within 1 Mile	Differential to Comparison
2023-2024	8%	7%	+1

The school has exceeded all retention targets for aggregate retention (see Table 10).

**Table 10: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Equality CS	NYC CSD 11	Differential to District	Equality CS	NYC CSD 11	Differential to District	Equality CS	NYC CSD 11	Differential to District	Equality CS	NYC CSD 11	Differential to District
2019-2020	87%	76%	+11	86%	75%	+11	82%	77%	+5	88%	76%	+12
2020-2021	90%	79%	+11	93%	81%	+12	86%	82%	+4	91%	79%	+12
2021-2022	86%	73%	+13	83%	67%	+16	79%	77%	+2	86%	75%	+11
2022-2023	81%	75%	+6	81%	75%	+6	81%	78%	+3	84%	76%	+8
2023-2024	82%	75%	+7	80%	76%	+4	91%	76%	+15	83%	75%	+8

## Legal Compliance

Equality sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

### Financial Management

The NYCDOE reviewed Equality's audited financial statements from the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses with the exception of FY23, during which the auditor identified a material weakness related to an incident where a prior employee manipulated the school's bid process to ensure his construction company could perform \$251,000 of construction work and that an employee was paid twice for overtime and expenses. In the former situation, the school initially identified the issue after the employee ceased employment at the school. As a result, the school has implemented formal vendor onboarding. In the second, the school has implemented additional training to mitigate fraud and to improve the reimbursement process.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 6, 2025. One hundred and forty people attended the hearing and thirteen spoke. Thirteen people were in favor of the renewal. No one was opposed. Ten people submitted written statements of support. No one submitted written comments in opposition.

## Mott Haven Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Mott Haven Academy Charter School (Haven Academy)
<b>Board Chair</b>	Patricia Mulvaney
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 7 <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2008
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: January 15, 2008 – January 14, 2013</li> <li>First Renewal Term: January 15, 2013 – June 30, 2013</li> <li>Second Renewal Term: July 1, 2013 – June 30, 2015</li> <li>Third Renewal Term: July 1, 2015 – June 30, 2020</li> <li>Fourth Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>170 Brown Place, Bronx NY 10454 - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Haven Academy has developed a deep partnership with The New York Foundling. Additionally, the school works in tandem with several other child welfare agencies as well as other community-based organizations that provide families with critical needs such as housing, medical, and mental health resources. Haven Academy employs several support staff members who help facilitate these partnerships and make resources available to families.</li> <li>Haven Academy maintains a safe, nurturing climate by dedicating significant time to the development of school culture with a specific focus on social emotional (SE) programming. All staff are trained in the effects of trauma on learning and building positive attachments using approaches like Responsive Classroom, Love and Logic, and Positive Behavioral Interventions and Supports (PBIS). SE staff use evidence-based practices such as Second Step to teach key social skills like self-regulation and problem solving.</li> <li>Significant efforts are undertaken to align the school's curriculum with the Common Core Learning Standards. The school utilizes a curriculum revision protocol in order to guarantee that all of the Common Core Learning Standards are taught in ELA and math. Staff have detailed scope and sequences, curriculum maps, and assessment schedules, which allow for teachers and coaches to continue the work of developing unit and lesson plans during weekly grade level meetings and check-ins.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Revise the school's mission statement to: "Haven Academy is redefining school by intentionally designing spaces and programs to meet the academic and social-emotional needs of all children, with a focus on those impacted by the child</li> </ul>

<sup>3</sup> 21% of students residing in CSD 7 attend charter schools.



	welfare system. United with our scholars and their families, we aim to dismantle systemic barriers to success through comprehensive support services, responsive curriculum, predictability, and an emphasis on voice and choice. We lead with empathy and forge deep relationships to build a better future in service of our resilient, resourceful, and independent scholars.”
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**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	468	468	468	468	468

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	468	468	468	468	468

### **Rationale for Renewal and Revision Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, Mott Haven Academy Charter School has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Revision:**

- The NYCDOE recommends approving the revision to the mission statement to support the charter school in more accurately communicating the unique programming and supports the school provides to current and prospective families.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - o Year 4 (2023-2024): Annual Comprehensive Review (ACR) visit
  - o Year 5 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Essential Question 1: Is the school an academic success?**

### **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:
  - a. In 2023-24, the school had a 42% proficiency rate for ELA and 49% proficiency rate for math, compared to 33% and 35% for the CSD and 47% and 52% statewide, respectively.
  - b. In 2023-24, the school had a 23% proficiency rate for ELA and a 28% proficiency rate for math for SWDs compared to 15% and 21% for the CSD and 18% and 25% statewide, respectively.
  - c. In 2023-24, the school had a 31% proficiency rate for ELA and a 46% proficiency rate for math for ELLs compared to 24% and 31% for the CSD and 26% and 37% statewide, respectively.
  - d. Mott Haven’s academic results reflect the impact of the school’s unique model, and students outperformed the district of location for all students and subgroups during the last year of the charter term.
  - e. The school outperformed the district of location in retaining all students, and subgroups, throughout the charter term.
  - f. During the Renewal Visit, the team observed high levels of student engagement and participation in various rigorous tasks across disciplines.

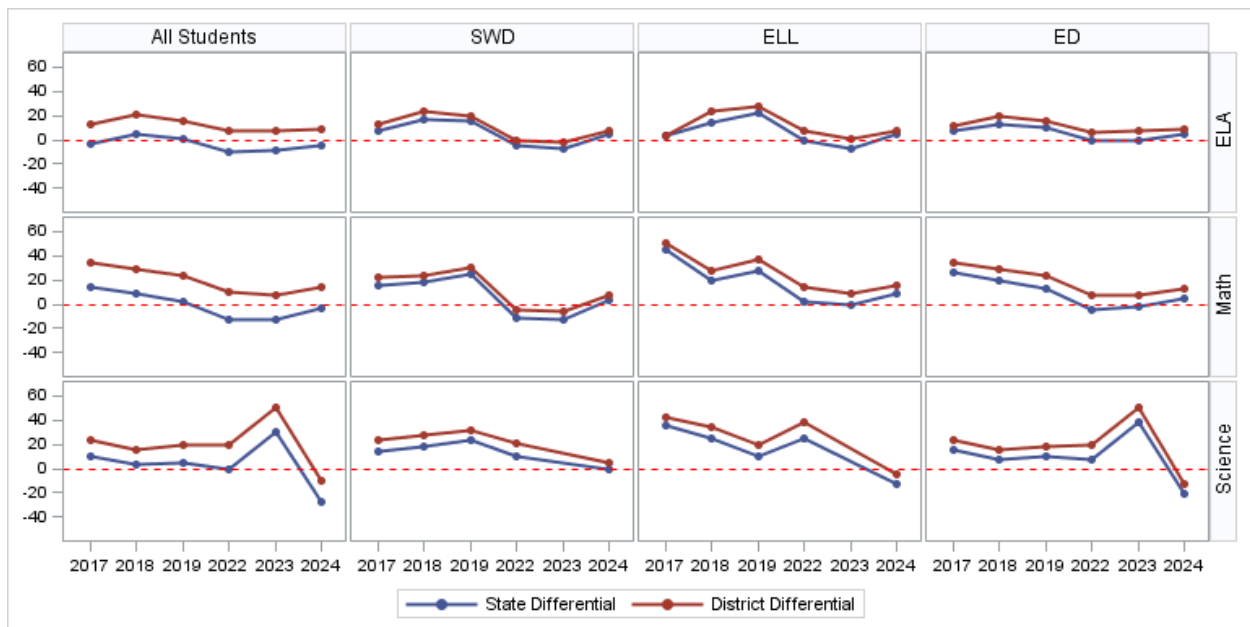
**Academic Program:** Mott Haven Academy Charter School (“Haven Academy”) has two teachers in every classroom, both for general education and integrated co-teaching settings. This strategic choice supports more personalized instruction for students and allows for more differentiated expertise among teachers. Haven Academy teachers employ a variety of instructional methods depending on the needs of their class, allowing for constant small grouping and differentiation in response to data. Some Haven Academy teachers implement a one teach, one assist model; others take a more intentional co-teaching approach. The latter allows Haven Academy students to learn in much smaller cohorts. Given the number of students with behavioral challenges at Haven Academy, this staffing model also ensures more time on task for students.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** At Haven Academy, students with disabilities participate in varied literacy and math-based interventions, based on needs and data, that continue to blend small group, large group, and individual support with technology assistance. Students also practice specific skills based on social emotional topics throughout their day. Teachers conference with all students, especially SWDs, at least weekly with additional touch points as

needed to provide coaching and feedback on progress against learning goals. Scholars engage in the flex model in Grades 6-8 for their core classes. Scholars have opportunities to use technology to amplify their learning (i.e., simulations to advance their understanding of a scientific principle). Scholars engage in a station-rotation in Grades K-5 for their core classes. SWDs engage in differentiated content online.

Furthermore, language acquisition is enhanced through meaningful use and interaction (Sheltered Instruction Observation Protocol/SIOP). Content instruction is provided in English with instructional methods to make content comprehensible. Haven Academy uses English Immersion as “a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development.”

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 7**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Mott Haven Academy CS	NYC CSD 7	District Differential	NYS	NYS Differential	Mott Haven Academy CS	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2018	51%	30%	+21	46%	+5	57%	28%	+29	48%	+9
	2019	46%	31%	+15	45%	+1	51%	28%	+23	49%	+2
	2022	37%	30%	+7	47%	-10	26%	16%	+10	39%	-13
	2023	40%	32%	+8	48%	-8	39%	31%	+8	51%	-12
	2024	42%	33%	+9	47%	-5	49%	35%	+14	52%	-3
SWD	2018	35%	11%	+24	18%	+17	38%	15%	+23	20%	+18
	2019	30%	11%	+19	15%	+15	44%	13%	+31	19%	+25
	2022	11%	12%	-1	16%	-5	3%	8%	-5	14%	-11
	2023	12%	14%	-2	19%	-7	11%	17%	-6	23%	-12
	2024	23%	15%	+8	18%	+5	28%	21%	+7	25%	+3
ELL	2018	41%	18%	+23	27%	+14	51%	23%	+28	32%	+19
	2019	48%	20%	+28	26%	+22	60%	23%	+37	32%	+28
	2022	29%	21%	+8	29%	0	27%	13%	+14	25%	+2
	2023	22%	21%	+1	29%	-7	34%	25%	+9	34%	0
	2024	31%	24%	+7	26%	+5	46%	31%	+15	37%	+9
ED	2018	49%	29%	+20	36%	+13	56%	27%	+29	37%	+19
	2019	45%	30%	+15	35%	+10	51%	28%	+23	38%	+13
	2022	36%	30%	+6	37%	-1	24%	16%	+8	28%	-4
	2023	38%	31%	+7	38%	0	38%	30%	+8	40%	-2
	2024	42%	33%	+9	37%	+5	47%	34%	+13	42%	+5

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

Haven Academy has created a culture of data driven instruction. Teachers and leaders actively analyze data after each interim assessment or unit test and then participate in a Data Action Plan (DAP) meeting with the Data Specialist, their grade level peers, and their supervisors. Using Haven Academy's very specific data protocol, the teams look at grade level, class level, and student level data. The teachers identify what specific standards the students have mastered and what standards still need remediation. After a standard level analysis of the data, the teachers create a DAP. The DAP addresses specific standards that need remediation, and students are put into small groupings based on their remediation needs. Part of the plan also addresses how and when the teachers will address each group's needs, as well as a date to reassess. Additionally, teachers and leaders look at whole group trends and offer changes to whole class academic routines. The teachers identify how and when they will reteach and reassess specific standards for the whole class. This process works well in addressing individual student needs for remediation after a unit is finished and closing the gaps in the students' learning quickly before the gap increases.

## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Mott Haven Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	468	467	100%
2020-2021	468	468	100%
2021-2022	468	450	96%
2022-2023	468	452	97%
2023-2024	468	436	93%

The school is currently authorized to serve 468 students in grades K-8. Haven Academy Charter School was founded 16 years ago to meet the needs of students in the child welfare system, and partners with New York Foundling to help children and their families navigate “through, and beyond” foster care. The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. In 2023-2024, the school is above target range for enrollment of SWDs by +3 percentage points and within target range for enrollment of ELLs by -5 percentage points and ED students by -2 percentage points. The school is above target range for retention of all students by +4 percentage points and all target groups, as seen by SWD at +8 percentage points, ELLs at +8 percentage points, and ED at +5 percentage points over the course of the charter. ELLs and ED students outperformed the district of location in math and ELA each year of the charter term. The school was -5 percentage points for enrollment of ELL and -2 percentage points for ED students. We will continue to monitor and expect to see improvement in these enrollment efforts to close the ELL and ED gap between the school and the district of location. Ultimately, Mott Haven Academy has been above or within the target range for enrollment of SWDs, ELLs, and ED students throughout the charter term. Haven Academy’s retention of SWDs, ELLs, and ED has consistently outperformed the CSD 7 across the charter. Their subgroup enrollment of ELL and ED is within target range but slightly below CSD7. SWD increased 3 percentage points more than CSD7 last year. Haven Academy is serving a higher need population of students in foster care and children receiving preventative services. These efforts have led to a positive impact for enrollment for all students. Ultimately, Mott Haven Academy has been above or within the target range for enrollment of SWDs, ELLs, and ED students throughout the charter term.

Haven Academy’s enrollment of subgroups has been within or above target range for the duration of the charter term (see Table 6).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Mott Haven Academy CS	NYC CSD 7	Differential to District	Mott Haven Academy CS	NYC CSD 7	Differential to District	Mott Haven Academy CS	NYC CSD 7	Differential to District
2019-2020	26%	28%	-2	19%	23%	-4	94%	95%	-1
2020-2021	25%	28%	-3	22%	23%	-1	94%	96%	-2
2021-2022	27%	28%	-1	21%	23%	-2	93%	96%	-3
2022-2023	28%	29%	-1	18%	23%	-5	95%	96%	-1
2023-2024	32%	29%	+3	18%	23%	-5	94%	96%	-2

Haven Academy saw overall and subgroup retention rates exceed those of the CSD in all years of the charter term (see Table 7).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Mott Haven Academy CS	NYC CSD 7	Differential to District	Mott Haven Academy CS	NYC CSD 7	Differential to District	Mott Haven Academy CS	NYC CSD 7	Differential to District	Mott Haven Academy CS	NYC CSD 7	Differential to District
2019-2020	93%	84%	+9	92%	84%	+8	93%	83%	+10	94%	84%	+10
2020-2021	92%	87%	+5	89%	85%	+4	94%	87%	+7	92%	87%	+5
2021-2022	91%	79%	+12	89%	80%	+9	94%	82%	+12	92%	80%	+12
2022-2023	89%	82%	+7	84%	84%	0	91%	84%	+7	88%	82%	+6
2023-2024	84%	80%	+4	85%	77%	+8	88%	80%	+8	85%	80%	+5

### Essential Question 3: Is the school financially viable?

#### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

## **Financial Management**

The NYCDOE reviewed Haven Academy's audited financial statements from the 2020-2021, 2021–2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 5, 2025. Fifty people attended the hearing and three people spoke. Three people were in favor of the renewal. No one was opposed. Twelve people submitted written comments in support of the renewal.

## Brooklyn Charter School (The)

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Brooklyn Charter School (The) (BCS)
<b>Board Chair</b>	Henry Lambert
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 14 <sup>4</sup>
<b>Initial Commencement of Instruction</b>	Fall 2000
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: April 4, 2000 – April 3, 2005</li> <li>First Renewal Term: June 21, 2005 – July 1, 2006<sup>5</sup></li> <li>Second Renewal Term: May 23, 2006 – June 30, 2011<sup>6</sup></li> <li>Third Renewal Term: July 1, 2011 – June 30, 2016</li> <li>Fourth Renewal Term: July 1, 2016 – June 30, 2019</li> <li>Fifth Renewal Term: July 1, 2019 – June 30, 2022</li> <li>Sixth Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	N/A
<b>Facilities</b>	<ul style="list-style-type: none"> <li>545 Willoughby Avenue Brooklyn NY 11206 – Public Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Students participate in rich music, movement, art and dance classes on a weekly rotating schedule. These "specials" are an opportunity for students to develop their identity based on individual talents/skills as well as integrate some projects that connect to the literacy and mathematics topics being taught in the classroom in collaboration with classroom teachers.</li> <li>BCS utilizes research-based curriculum for Close Reading, Test Prep and Math Story Problems/Math Routines. These programs are inquiry-based standards aligned curriculum which includes detailed unit overviews and lesson plans for teachers. This allows teachers to intellectually prepare by engaging with rich literature and mathematics content in order to increase student achievement.</li> <li>BCS offers before and after school care from 7:00 am to 7:00 pm every day.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<sup>4</sup> 7% of students residing in CSD 14 attend charter schools.

<sup>5</sup> There was a short delay in approving the first renewal charter between April and June 2005.

<sup>6</sup> There was an overlap in approval between the first and second renewal charter in 2006.



**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5	K – Grade 5
<b>Total Authorized Enrollment</b>	240	240	240

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
<b>Total Authorized Enrollment</b>	240	240	240	240	240

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, The Brooklyn Charter School has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Renewal Conditions:**

1. Each quarter the board will provide a statement signed by the board chair assessing the school's progress to ensure they have 60 days of cash on hand. If progress is not made, the board will provide a concrete plan to ensure progress is achieved the following quarter.
2. By July 15, 2025, the board will review all prior audits since the inception of the school and present a comprehensive plan to ensure, starting with the FY25 audit, there will be no material weaknesses or deficiencies in audits moving forward.

3. For each year of the next charter term, each annual audit submission to the authorizer will be accompanied by a letter signed by the board providing attestation that the audit has been reviewed and discussing any feedback from the auditor.

### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - o Year 2 (2023-2024): Annual Comprehensive Review (ACR) visit
  - o Year 3 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school's proficiency outcomes on the New York State Testing Program (NYSTP) assessments have grown over the charter term, ultimately meeting or coming close to NYC CSD 14 for SWDs, ELLs, and ED students. BCS has overall outcomes slightly below the district of location as a result of enrolling 18% more ED students than the district of location.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Elementary School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:
  - a. In 2023-24, the school had a 42% proficiency rate for ELA and 49% proficiency rate for math, compared to 50% and 55% for the CSD and 45% and 54% statewide, respectively.
  - b. During the last charter term, student proficiency in ELA increased each year to a term high of 42%.
  - c. In 2023-24, the school had an 18% proficiency rate for ELA and a 31% proficiency rate for math for SWDs compared to 21% and 28% for the CSD and 18% and 28% statewide, respectively. While below the initial CSD 14 and NYCPS by approximately 3%, that was a result of increased outcomes overall from the prior year.
  - d. In 2023-24, the school had a 60% proficiency rate for math for ELLs compared to 41% for the CSD and 41% statewide. There are suppressed data in the charts for ELA that reflect that there were less than five members of those particular subgroups.

**Academic Program:** The Brooklyn Charter School's ("BCS") educational program is designed to meet each learner at their point of entry. The BCS program is research based, inclusive of all learning styles and abilities, and is focused on the development, growth, and success of the individual learner. All learners are expected to meet and exceed the grade level benchmarks of the Next Generation Common Core Learning Standards. To accomplish this, BCS implements a rigorous curriculum, uses all assessment data to foster effective teaching and learning, incorporates the model of two teachers in the classroom in Grades K-5, and maintains small sized classrooms that foster greater individual attention. The program has been created to raise achievement levels by preparing students with both basic and enriched skills in reading, writing, mathematics, science, and social studies.

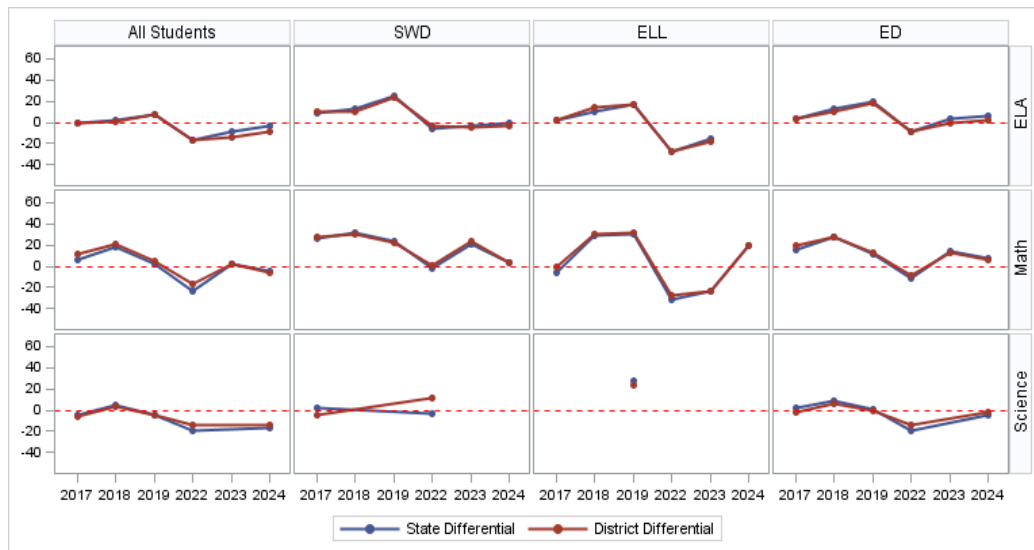
BCS utilizes research-based curriculum for close reading, test prep, and math story problems/math routines. These programs are inquiry-based standards aligned curriculum which includes detailed unit overviews and lesson plans for teachers. This allows teachers to intellectually prepare by engaging with rich literature and mathematics content in order to increase student achievement. For example, BCS utilizes a literacy data sheet that includes standards-based assessments and assignments to track students' learning. With this data, the assistant principals lead data meetings where teachers notice trends and adjust their future lessons or create groupings and design action plans. This allows collaboration to share best instructional practices as well as discuss what activities within a lesson should be emphasized in order to best equip students. In math, BCS uses a data dashboard that includes a collection of data points consisting of topic quizzes, module assessments, benchmark assessments, interim assessments, and I-Ready diagnostic results. This information provides BCS teachers with information about specific standards that are in need of remediation. Weekly math meetings with grade teams include data talks to plan for remediation and lesson adjustments. The BCS approach to data is collaborative to instill a sense of shared responsibility by helping teachers see their instruction as part of a larger effort to serve students more effectively.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** BCS welcomes ELLs and SWDs. The new BCS website has translation options and provides enrollment information (newspaper postings, brochures, and applications) in Spanish, French, and a variety of other languages. The BCS ELL program is an immersion program. Students are placed in an English-speaking classroom with teachers who are fluent in their language or with teachers who had English as a New Language (ENL) training. Additionally, ELL students receive pull out support from an English as a Second Language/Teaching English to Speakers of Other Languages (ESL/TESOL) certified teacher.

Furthermore, BCS has a Special Education Coordinator. This educator helps classroom teachers to set appropriate goals for students who are extremely challenged in the classroom, identifies strategies to best meet the needs of students with disabilities in the general education classroom, works with students either individually or in small groups, and serves as a special education consultant to the BCS school community. The coordinator also ensures all of the SWD and ELL teachers consider the growth students have made based on their individualized goals.

At BCS, every classroom in Grades K – 5 either has an Integrated Co-Teacher (ICT) or an assistant teacher based on the needs of the classroom. The ratio of student to teacher in each classroom will never exceed 12:1. This ratio ensures that the needs of students are addressed through small groups and individualized learning opportunities. Students participate in rich music, movement, art, and dance classes on a weekly rotating schedule. These "specials" are an opportunity for students to develop their identity based on individual talents/skills as well as integrate some projects that connect to the literacy and mathematics topics being taught in the classroom in collaboration with classroom teachers.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison to NYC CSD 14**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Brooklyn CS (The)	NYC CSD 14	District Differential	NYS	NYS Differential	Brooklyn CS (The)	NYC CSD 14	District Differential	NYS	NYS Differential
All Students	2018	47%	46%	+1	45%	+2	67%	46%	+21	49%	+18
	2019	54%	47%	+7	46%	+8	53%	48%	+5	51%	+2
	2022	25%	41%	-16	42%	-17	20%	37%	-17	43%	-23
	2023	38%	52%	-14	46%	-8	55%	53%	+2	53%	+2
	2024	42%	50%	-8	45%	-3	49%	55%	-6	54%	-5
SWD	2018	31%	21%	+10	18%	+13	54%	24%	+30	22%	+32
	2019	42%	19%	+23	17%	+25	45%	23%	+22	22%	+23
	2022	9%	12%	-3	15%	-6	16%	15%	+1	18%	-2
	2023	16%	20%	-4	19%	-3	47%	24%	+23	26%	+21
	2024	18%	21%	-3	18%	+0	31%	28%	+3	28%	+3
ELL	2018	38%	24%	+14	28%	+10	63%	33%	+30	34%	+29
	2019	46%	29%	+17	29%	+17	67%	35%	+32	36%	+31
	2022	0%	28%	-28	28%	-28	0%	27%	-27	31%	-31
	2023	17%	35%	-18	32%	-15	14%	38%	-24	38%	-24
	2024	.	.	.	.	.	60%	41%	+19	41%	+19
ED	2018	48%	38%	+10	35%	+13	65%	38%	+27	38%	+27
	2019	56%	38%	+18	36%	+20	52%	39%	+13	40%	+12
	2022	23%	31%	-8	31%	-8	20%	28%	-8	31%	-11
	2023	39%	40%	-1	36%	+3	55%	42%	+13	41%	+14
	2024	40%	38%	+2	34%	+6	50%	44%	+6	43%	+7

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

BCS understands the importance of pinpointing students' strengths, as well as what they should work on, in order to reach or exceed grade level proficiency. BCS uses iReady which highlights student learning through research-based measures of performance, including adaptive Diagnostics, Growth Monitoring, and Standards Mastery. Teachers monitor student growth and inform their instruction by connecting assessment results to iReady learning instructional resources. The Instructional Leadership Team (ILT) prepares an analysis that is the impetus for data driven planning meetings to occur with the principal, assistant principals, administrators, and teachers. During the meetings, all stakeholders work together to formulate a blueprint for the following quarter to not only address misconceptions but also drive progress by selecting and re-teaching materials for the entire group, small group instruction, and/or individual instruction.

### Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below). However, the school has demonstrated enrollment growth following the pandemic and is anticipated to meet contracted enrollment in the next charter term.

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Brooklyn CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	240	222	93%
2020-2021	240	211	88%
2021-2022	240	171	71%
2022-2023	240	167	70%
2023-2024	240	198	83%

The school is within target range for enrollment of SWD and ELL and is far exceeding the CSD in enrollment of ED students (see Table 6).

The school is currently authorized to serve 240 students in grades K-5. The school is at 83% of authorized enrollment after demonstrating significant growth over the charter term. We are watching this number closely and will not hesitate to issue a notice of concern or otherwise should the school not continue its

growth. We did not feel the need to issue a condition given the growth the school had achieved over the course of the charter term and the expectation and discussion with the school that it would continue. The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. In 2023-2024, the school is within target range for enrollment of SWDs (-5 percentage points) and ELLs (-6 percentage points) and well above target range for enrollment of ED students (+18 percentage points). The school enrolled 18% more economically disadvantaged students as compared with CSD 14. A total of 33% of the school's students come from CSD 14, and 21% come from CSD 16, a lower performing and higher need district. BCS is outperforming CSD 16 outcomes by almost double. Brooklyn Charter School offers lottery preferences for SWDs and ELLs. BCS leadership intentionally includes outreach efforts to these subgroups in their recruitment plans. We will closely monitor and analyze the impact of the selection of SWD students during the upcoming lottery period. The school is within target range for retention of all students (-6 percentage points), ELLs (-4 percentage points), and ED students (-5 percentage points) but below target range for SWDs (-18 percentage points). However, this represents a marked change from the rest of the charter term. After deeply engaging in the underlying data and conversations with the Committees on Special Education and the school, there is not a systematic reason for this drop, and we anticipate that it will recover. We will monitor this closely according to the monitoring plan outlined in the school's charter agreement.

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District
2019-2020	17%	23%	-6	8%	16%	-8	84%	67%	+17
2020-2021	18%	23%	-5	1%	14%	-13	84%	67%	+17
2021-2022	23%	25%	-2	4%	14%	-10	87%	66%	+21
2022-2023	20%	25%	-5	7%	14%	-7	86%	66%	+20
2023-2024	21%	26%	-5	8%	14%	-6	87%	69%	+18

Retention rates for BCS have been within target range for the duration of the charter term with the exception of the most recent year for SWD students (see Table 7).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District	Brooklyn CS (The)	NYC CSD 14	Differential to District
2019-2020	87%	88%	-1	79%	88%	-9	88%	87%	+1	88%	87%	+1
2020-2021	89%	84%	+5	88%	76%	+12	92%	89%	+3	90%	90%	0
2021-2022	78%	72%	+6	84%	53%	+31	.	.	.	79%	83%	-4
2022-2023	84%	87%	-3	86%	87%	-1	100%	86%	+14	82%	86%	-4
2023-2024	81%	87%	-6	68%	86%	-18	82%	86%	-4	81%	86%	-5

### Legal Compliance

BCS operates sufficiently in compliance with applicable laws, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The Board holds meetings in accordance with the Open Meetings Law.

### Essential Question 3: Is the school financially viable?

The school's cash position is currently out of compliance as a result of accounting practices rather than a concern about financial viability, and the authorizer is working with the board to rectify the situation. As a result, the recommendation comes with the below conditions:

1. Each quarter the board will provide a statement signed by the board chair assessing the school's progress to ensure they have 60 days of cash on hand. If progress is not made, the board will provide a concrete plan to ensure progress is achieved in the following quarter.
2. By July 15, 2025, the board will review all prior audits since the inception of the school and present a comprehensive plan to ensure, starting with the FY25 audit, there will be no material weaknesses or deficiencies in audits moving forward.
3. For each year of the next charter term, each annual audit submission to the authorizer will be accompanied by a letter signed by the board providing attestation that the audit has been reviewed and discussing any feedback from the auditor.

### Financial Condition

The school has not demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school is not consistently meeting these targets during the charter term as a result of the structure of their accounts. The school is working to change this structure. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial

obligations; the school is not consistently meeting these targets during the charter term for similar reasons.

### **Financial Management**

The NYCDOE reviewed BCS audited financial statements from the 2022–2023 and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did identify deficiencies in internal controls that could be considered material weaknesses in the aforementioned years, and the school has received conditions upon this renewal recommendation accordingly.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 5, 2025. Sixty-four people attended the hearing and twenty spoke. Twenty people were in favor of the renewal. No one was opposed. Eleven people submitted written comments in support of the renewal.



## Brooklyn Scholars Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Brooklyn Scholars Charter School (Brooklyn Scholars)
<b>Board Chair</b>	Kevin Clark
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 19 <sup>7</sup>
<b>Initial Commencement of Instruction</b>	Fall 2009
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: February 10, 2009 – February 9, 2014</li> <li>First Renewal Term: February 10, 2014 – June 30, 2016</li> <li>Second Renewal Term: July 1, 2016 – June 30, 2021</li> <li>Third Renewal Term: July 1, 2021 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	National Heritage Academies
<b>Facilities</b>	<ul style="list-style-type: none"> <li>2635 Linden Boulevard, Brooklyn, NY 11208 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Digital curricular tools such as Dream Box, i-Ready, and Lexia provide individualized instruction that adapts to each student's needs, thus providing them with the needed rigor to meet individual goals.</li> <li>Students take part in special classes, including music, physical education, technology, art, coding, robotics, social-emotional learning, and STEM (science, technology, engineering, and math).</li> <li>Strong collaboration between Brooklyn Scholars and National Heritage Academies (CMO) leads to robust professional learning for teachers and staff, support for data gathering, analysis and action planning, and providing resources for families and linkages to the community.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>	<b>Year 3 2023 to 2024</b>	<b>Year 4 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	704	704	704	704

<sup>7</sup> 20% of students residing in CSD 19 attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	704	704	704	704	704

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 3 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 4 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on New York State Testing Program (NYSTP) assessments for ELA and math exceeded the district of location for all students and for students with disabilities (SWDs), English Language Learners (ELLs), and for economically disadvantaged (ED) students throughout the charter term.

#### **Essential Question 1: Is the school an academic success?**

##### **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

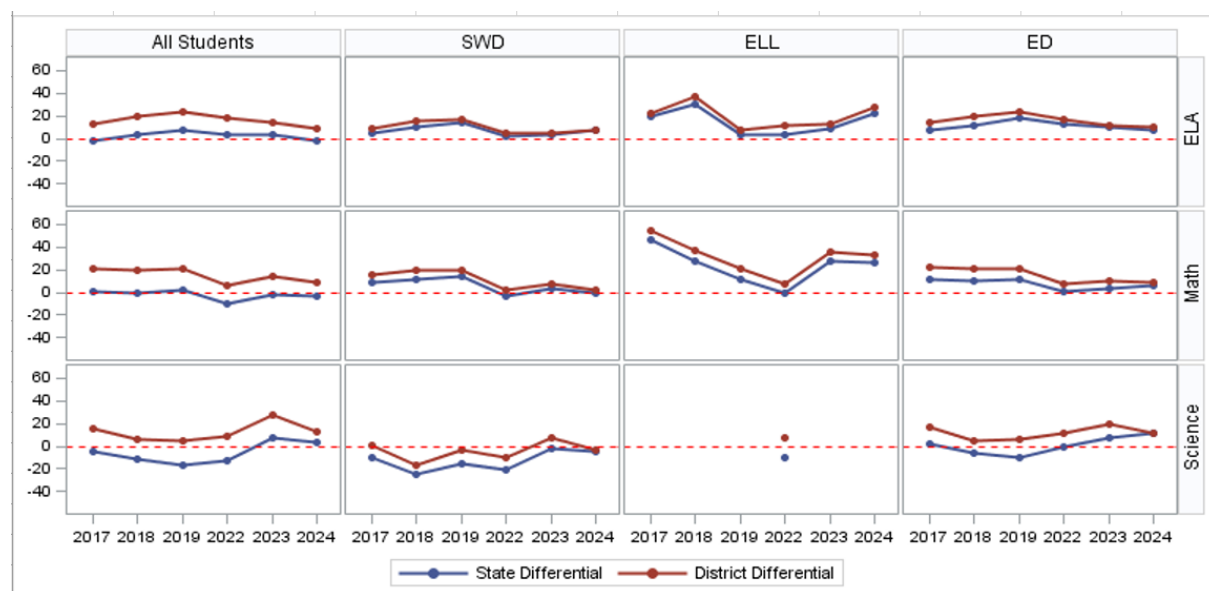
1. NYSTP:

- a. In 2023-24, the school had a 45% proficiency rate for ELA and 49% proficiency rate for math, compared to 36% and 40% for the CSD and 47% and 52% statewide, respectively.
- b. In 2023-24, the school had a 25% proficiency rate for ELA and a 24% proficiency rate for math for SWDs compared to 17% and 22% for the CSD and 18% and 25% statewide, respectively.
- c. In 2023-24, the school had a 48% proficiency rate for ELA and a 63% proficiency rate for math for ELLs compared to 21% and 30% for the CSD and 26% and 37% statewide, respectively.
- d. ELA and math outcomes remained above the district of location throughout the charter term overall, and for all subgroups.

**Academic Program:** Brooklyn Scholars Charter School ("Brooklyn Scholars") provides students with a rigorous curriculum and develops a culture of instructional excellence in each classroom. Instructional approaches include direct instruction, modeling, teacher demonstrations, and class discussions. Collaborative learning is employed to provide opportunities for students to learn from their peers, discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. In addition to Reading Mastery for ELA instruction in Grades K-5, students in Grades K-2 develop phonemic awareness through Heggerty. LEXIA, a computer application designed to provide self-paced literacy instruction, is utilized to accelerate learning gains for all students. For math, Brooklyn Scholars utilizes Bridges Mathematics in Grades K-5 and uses Illustrative Mathematics, a problem-based curricula that is designed to address content and practice standards in a highly accessible way for all learners in middle school. To support student engagement, all instructional objectives are framed as "I can" statements for students, and teachers utilize small group instruction and "turn-and-talks" to release responsibility for learning from the teacher to each student. Middle school mentors provide personalized assistance for elementary school students in reading through help with phonics, recognizing sight words, and fluency practice. Further, students identify their own learning goals, track progress toward these individualized targets, and reflect on how their learning is progressing.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** Individualized instruction for SWDs is provided through Special Education Teacher Support Services (SETSS) provided by a certified special educator through pull-out or push-in models, and through Integrated Co-Teaching (ICT), with at least one section of ICT per grade. Student progress toward Individualized Education Program (IEP) goals is monitored throughout the year, and parents of SWDs receive progress reports four times a year. At Brooklyn Scholars, parents are active partners in educating and supporting students with an IEP. Parents receive information and training on how to advocate for their children, learn how Brooklyn Scholars teaches and supports their child's learning, and receive services and accommodations through various outreach events, including "Suppers with SPED" that brings educators and families together. To support ELLs, Brooklyn Scholars promotes the idea that "all teachers are teachers of ELLs." ELL services are typically integrated into the classroom and through "pull-out" instruction provided by an ELL teacher or ELL paraprofessional in small groups sessions. The aforementioned supports resulted in growth for SWDs and ELLs during the charter term. Both SWDs and ELLs outperformed the district of location each year of the charter term.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 19**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Brooklyn Scholars CS	NYC CSD 19	District Differential	NYS	NYS Differential	Brooklyn Scholars CS	NYC CSD 19	District Differential	NYS	NYS Differential
All Students	2018	49%	30%	+19	45%	+4	45%	25%	+20	45%	0
	2019	54%	31%	+23	46%	+8	49%	28%	+21	47%	+2
	2022	51%	33%	+18	47%	+4	29%	23%	+6	39%	-10
	2023	52%	38%	+14	48%	+4	49%	35%	+14	51%	-2
	2024	45%	36%	+9	47%	-2	49%	40%	+9	52%	-3
SWD	2018	27%	11%	+16	17%	+10	30%	11%	+19	18%	+12
	2019	29%	12%	+17	15%	+14	32%	12%	+20	18%	+14
	2022	18%	13%	+5	16%	2	11%	9%	+2	14%	-3
	2023	23%	18%	+5	19%	+4	27%	19%	+8	23%	+4
	2024	25%	17%	+8	18%	+7	24%	22%	+2	25%	-1
ELL	2018	57%	20%	+37	26%	+31	57%	20%	+37	30%	+27
	2019	29%	22%	+7	26%	+3	44%	23%	+21	32%	+12
	2022	33%	22%	+11	29%	4	25%	17%	+8	25%	0
	2023	38%	25%	+13	29%	+9	62%	26%	+36	34%	+28
	2024	48%	21%	+27	26%	+22	63%	30%	+33	37%	+26
ED	2018	48%	29%	+19	36%	+12	44%	23%	+21	34%	+10
	2019	54%	30%	+24	36%	+18	48%	27%	+21	37%	+11
	2022	50%	33%	+17	37%	13	29%	22%	+7	28%	+1
	2023	48%	37%	+11	38%	+10	44%	34%	+10	40%	+4
	2024	45%	35%	+10	37%	+8	48%	39%	+9	42%	+6

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

At Brooklyn Scholars, a comprehensive set of student data is analyzed to monitor ongoing improvement efforts, including data on student achievement, school program, survey demographics, discipline, attendance, and student engagement data. This comprehensive effort led the school to address various students' learning needs and permitted evaluation of progress toward school, grade-level, and individual student goals. Data is crucial in helping the school to set goals, objectives, action steps, school-wide improvement strategies, PD activities, and parent/community involvement. Additionally, students take ownership of their learning and participate in identifying individual improvement strategies. For example, after interim and common assessments, students review their achievement and identify areas that they may need to improve upon. After identifying skill gaps, students gain additional practice and support from teachers during independent work time or using self-paced instructional applications such as IXL, an interactive online learning platform. Since students understand their progress across the year, they take the lead in discussions with teachers and their families on their performance.

### Enrollment, Recruitment and Retention

The school is currently exceeding contracted enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Brooklyn Scholars CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	704	686	97%
2020-2021	704	695	99%
2021-2022	704	686	97%
2022-2023	704	701	100%
2023-2024	704	720	102%

The school is currently authorized to serve 704 students in grades K-8. The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is within target range for enrollment of SWDs (-8 percentage points) and ED students (-3 percentage points) but below target range for enrollment of ELL students (-13 percentage points) with the district of location holistically. Notwithstanding, the school serves comparable numbers of ELL students as compared with their immediate surrounding schools. The school is above target range overall and for ELLs and ED students, but within target range for SWDs (-2 percentage points).

The school is currently within target range for enrollment of SWDs and ED students. It has seen growth in enrollment of ELL students but is currently below target range when compared to the CSD (see Table 6). However, when compared with schools within a mile, the school is within target range (see Table 7).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Brooklyn Scholars CS	NYC CSD 19	Differential to District	Brooklyn Scholars CS	NYC CSD 19	Differential to District	Brooklyn Scholars CS	NYC CSD 19	Differential to District
2019-2020	12%	24%	-12	2%	18%	-16	89%	91%	-2
2020-2021	13%	24%	-11	5%	19%	-14	90%	92%	-2
2021-2022	13%	24%	-11	9%	19%	-10	90%	91%	-1
2022-2023	14%	24%	-10	8%	19%	-11	79%	93%	-14
2023-2024	15%	23%	-8	10%	23%	-13	91%	94%	-3

**Table 7: Subgroup Enrollment of ELLs**

	ELL		
	Brooklyn Scholars CS	Schools within 1 Mile	Differential to Comparison
2023-2024	10%	17%	-7

The school is within or above target range for retention overall and for all subpopulations (see Table 8).

**Table 8: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Brooklyn Scholars CS	NYC CSD 19	Differential to District	Brooklyn Scholars CS	NYC CSD 19	Differential to District	Brooklyn Scholars CS	NYC CSD 19	Differential to District	Brooklyn Scholars CS	NYC CSD 19	Differential to District
2019-2020	87%	84%	+3	78%	84%	-6	85%	86%	-1	88%	85%	+3
2020-2021	92%	88%	+4	90%	88%	+2	93%	88%	+5	92%	88%	+4
2021-2022	86%	80%	+6	87%	77%	+10	88%	82%	+6	86%	82%	+4
2022-2023	87%	83%	+4	85%	85%	0	83%	84%	-1	86%	84%	+2
2023-2024	87%	84%	+3	80%	82%	-2	91%	85%	+6	86%	84%	+2

## Legal Compliance

Brooklyn Scholars sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

### **Essential Question 3: Is the school financially viable?**

#### **Financial Condition**

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

#### **Financial Management**

The NYCDOE reviewed Brooklyn Scholars' audited financial statements from the 2021-2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 4, 2025. Seventeen people attended the hearing and two spoke. Two speakers were in favor of the renewal. No one was opposed. Twenty-eight people submitted written comments in favor of renewal. No people submitted written comments in opposition to renewal.

## Community Roots Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Community Roots Charter School (Community Roots)
<b>Board Co-Chairs</b>	Scott Strasser, Stacey Strauss
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 13 <sup>8</sup>
<b>Initial Commencement of Instruction</b>	Fall 2006
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: December 9, 2005 – December 8, 2010</li> <li>First Renewal Term: December 9, 2010 – June 30, 2015</li> <li>Second Renewal Term: July 1, 2015 – June 30, 2020</li> <li>Third Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>51 Saint Edwards Street, Brooklyn, NY 11205 – Public Space</li> <li>50 Navy Street, Brooklyn, NY 11201 – Public Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>An anti-bias approach informs both curricula and school culture.</li> <li>Education is embedded in meaningful real-world contexts and children are deliberately taught to see the connections between school and the world.</li> <li>Instruction is embedded in an inclusion model, where learners of varying abilities learn alongside peers, and students frequently work in heterogeneous groups to build community.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	474	474	474	474	474

<sup>8</sup> 17% of students residing in CSD 13 attend charter schools.



**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	474	474	474	474	474

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 4 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 5 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on New York State Testing Program (NYSTP) assessments for math and ELA exceeded the district of location for all students and for students with disabilities (SWDs) throughout the charter term, and economically disadvantaged (ED) students demonstrated higher proficiency rates than the CSD during the most recent charter term.

#### **Essential Question 1: Is the school an academic success?**

##### **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:

- a. In 2023-2024, the school had a 74% proficiency rate for ELA and 71% proficiency rate for math, compared to 55% and 49% for the CSD and 47% and 52% statewide, respectively.
- b. In 2023-2024, the school had a 54% proficiency rate for ELA and a 53% proficiency rate for math for SWDs compared to 27% and 25% for the CSD and 18% and 25% statewide, respectively.
- c. In 2023-2024, the school had a 17% proficiency rate for ELA and a 33% proficiency rate for math for ELLs compared to 29% and 26% for the CSD and 24% and 34% statewide, respectively. Please note that the fluctuations over time in these outcomes are driven significantly by the small ELL population eligible to test.
- d. The school demonstrated substantial growth overall in ELA and math during the charter term. All subgroups demonstrated growth over the charter term, with SWDs performing above the district of location throughout the charter term in ELA and math. In 2023-2024, ELL students outperformed the district in mathematics by +7 percentage points but underperformed the district in ELA by -12 percentage points.

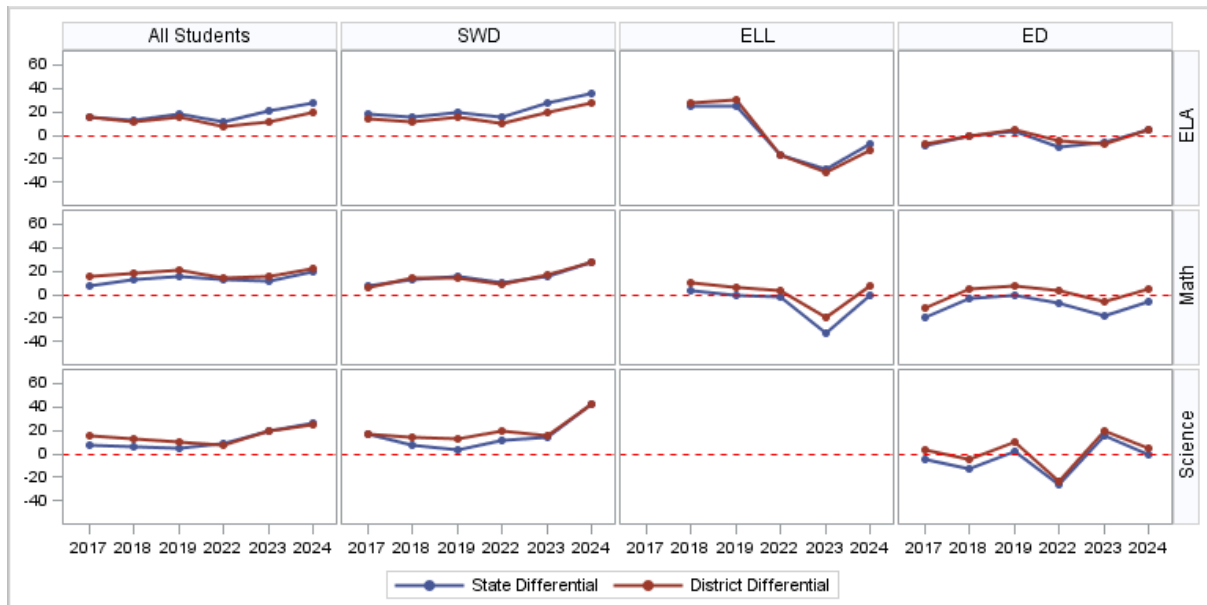
**Academic Program:** Community Roots Charter School (“Community Roots”) is a rigorous learning community where education is embedded in meaningful real-world contexts, and children are provided frequent opportunities to make connections between school and the world. Students are supported to become independent thinkers and work collaboratively with a diverse group of learners. The school transitioned to the Science of Reading (SOR), which is a methodology grounded in extensive research on the cognitive process involved in learning to read. In aligning their ELA instruction to SOR, Community Roots introduced Acadience as a literacy screener and assessment and implemented Structured Program Individualizing Reading Excellence (SPIRE) to provide structured, multisensory reading instruction for early readers. In middle school, the school introduced Read 180 to track students’ reading progress. For mathematics, the school shifted to using Illustrative Mathematics from Engage NY for better alignment between the elementary and middle school mathematics curricula. Additionally, the school transitioned the math coach to a more focused intervention role as math specialist. Further, teachers are implementing Desmos, a computer-based math platform that uses Illustrative Math to develop conceptual math understanding. All students use computers in math class, allowing for a dynamic learning environment to explore and visualize complex math concepts.

Additionally, Community Roots implements an anti-bias approach to education, and this approach influences the development of all curricula and informs both classroom and school culture. To overcome barriers that affect learning, the school promotes the goals of community building, critical literacy, universal design for learning, social action, and representation. This leads to fostering an inclusive and equitable learning environment. Also, this approach empowers members of the school community to recognize and challenge bias, embrace diverse perspectives, and actively engage in social change. The impact of the aforementioned program is overall growth for students on NYSTP assessments in ELA and math and outperformance of the district of location each year of the charter term.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** To support SWDs and struggling students, Community Roots hired a special education consultant for the middle school. The consultant worked closely with teachers in the humanities department, providing coaching on learning design and co-teaching strategies. Recently, the school focused on Universal Design for Learning (UDL) and provided professional learning for teachers that led to an enhanced instructional design to support teachers in eliminating barriers to learning for the students with the highest needs. Since the school initiated UDL, teachers indicate they are better prepared to meet students where they

are at, and to individualize instruction based upon a clearer understanding of student needs, including ELLs. This led to even more flexible learning within lessons for students, including opportunities for learners to self-direct whether they prefer to study and practice independently or in small groups of their own choosing. ELLs are supported as well through pull-out supports as needed.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 13**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Community Roots CS	NYC CSD 13	District Differential	NYS	NYS Differential	Community Roots CS	NYC CSD 13	District Differential	NYS	NYS Differential
All Students	2018	58%	47%	+11	45%	+13	58%	40%	+18	45%	+13
	2019	64%	48%	+16	46%	+18	63%	42%	+21	47%	+16
	2022	58%	51%	+7	47%	+11	52%	38%	+14	39%	+13
	2023	69%	57%	+12	48%	+21	63%	48%	+15	51%	+12
	2024	74%	55%	+19	47%	+27	71%	49%	+22	52%	+19
SWD	2018	32%	21%	+11	17%	+15	31%	17%	+14	18%	+13
	2019	35%	20%	+15	15%	+20	33%	19%	+14	18%	+15
	2022	31%	21%	+10	16%	15	24%	15%	+9	14%	+10
	2023	46%	26%	+20	19%	+27	39%	22%	+17	23%	+16
	2024	54%	27%	+27	18%	+36	53%	25%	+28	25%	+28
ELL	2018	50%	22%	+28	25%	+25	33%	23%	+10	29%	+4
	2019	50%	19%	+31	25%	+25	29%	23%	+6	30%	-1
	2022	14%	30%	-16	30%	-16	25%	21%	+4	27%	-2
	2023	0%	32%	-32	29%	-29	0%	20%	-20	33%	-33
	2024	17%	29%	-12	24%	-7	33%	26%	+7	34%	-1
ED	2018	35%	35%	0	36%	-1	31%	26%	+5	34%	-3
	2019	40%	35%	+5	36%	+4	36%	28%	+8	37%	-1
	2022	27%	32%	-5	37%	-10	21%	18%	+3	28%	-7
	2023	32%	39%	-7	38%	-6	22%	28%	-6	40%	-18
	2024	42%	37%	+5	37%	+5	36%	31%	+5	42%	-6

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

Community Roots administers multiple forms of diagnostic, formative, and summative assessments that teachers use to monitor student performance, plan for differentiated instruction, and develop new strategies to support students. The school added several new assessments to their data systems. These include Acadience, which is implemented three times a year to measure student literacy, and Read and Math 180 in the middle school to better monitor and respond to student progress. With the addition of new assessment tools, Community Roots teachers engage in more vertical data analysis to examine student progress across grade levels in granular detail and facilitate adjustments to instruction. In addition to also improving alternative grouping in classrooms, teachers utilize enhanced understanding of student growth within more frequent informal conferences with the team.

### Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Community Roots CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	474	472	100%
2020-2021	474	472	100%
2021-2022	474	472	100%
2022-2023	474	467	99%
2023-2024	474	463	98%

The school is currently authorized to serve 474 students in grades K-8. The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is above target range for enrollment of SWDs (+9 percentage points) and within target range for ELL students (-5 percentage points) but below target range for enrollment of ED students (-23 percentage points). The NYCDOE has had numerous conversations and discussions with the school over the course of their existence about the enrollment of ED students, and we have worked closely over time to ensure that they are making all good faith efforts to recruit these students. In the interest of being a good community member, the school specifically tries to avoid recruiting students from their co-located district schools. The school currently sets aside 40% of incoming seats for economically disadvantaged students, and the current Kindergarten class demonstrates positive change in reflecting 33% ED students enrolled. CSD 13 reflects some of the most significant financial diversity in the country, and all schools in the district, including the district schools, reflect wide varieties in enrollment of ED students as a result. The school exceeded all retention targets overall, and for all subgroups, throughout the charter term. The school is within or above target range for enrollment of SWD and ELL students (see Table 6). Though the school is 23 percentage points below the overall enrollment of ED students in CSD 13, the school is in an economically diverse district where most schools are well below or above the overall for the district. The school sets aside 40% of incoming seats for ED students, and the current Kindergarten class is 33% ED students, which demonstrates a commitment to serve ED students.

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Community Roots CS	NYC CSD 13	Differential to District	Community Roots CS	NYC CSD 13	Differential to District	Community Roots CS	NYC CSD 13	Differential to District
2019-2020	26%	22%	+4	2%	6%	-4	29%	58%	-29
2020-2021	25%	21%	+4	0%	6%	-6	29%	56%	-27
2021-2022	27%	21%	+6	2%	7%	-5	29%	54%	-25
2022-2023	29%	23%	+6	2%	7%	-5	27%	55%	-28
2023-2024	32%	23%	+9	2%	7%	-5	32%	55%	-23

The school has exceeded all retention targets (see Table 7).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Community Roots CS	NYC CSD 13	Differential to District	Community Roots CS	NYC CSD 13	Differential to District	Community Roots CS	NYC CSD 13	Differential to District	Community Roots CS	NYC CSD 13	Differential to District
2019-2020	95%	83%	+12	92%	83%	+9	91%	79%	+12	92%	81%	+11
2020-2021	90%	83%	+7	90%	85%	+5	75%	81%	-6	88%	87%	+1
2021-2022	92%	76%	+16	93%	66%	+27	100%	80%	+20	90%	81%	+9
2022-2023	90%	82%	+8	88%	85%	+3	100%	82%	+18	84%	82%	+2
2023-2024	93%	82%	+11	89%	83%	+6	89%	74%	+15	89%	82%	+7

## Legal Compliance

Community Roots sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school consistently met these targets during the charter term. Long-term indicators, such as total margin and debt-to-asset

ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school consistently met these targets during the charter term.

### **Financial Management**

The NYCDOE reviewed Community Roots' audited financial statements from the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 4, 2025. Two hundred people attended the hearing and twenty-five spoke. Twenty-five people spoke in favor of the renewal. No one was opposed. One-hundred and twenty-two people submitted written comments in support of the renewal, and no one submitted written comments in opposition.

## Ember Charter School for Mindful Education, Innovation and Transformation

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Ember Charter School for Mindful Education, Innovation and Transformation (Ember)
<b>Board Chair</b>	Lovell Harmon
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 16 and NYC CSD 13 <sup>9</sup>
<b>Initial Commencement of Instruction</b>	Fall 2011
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: January 12, 2010 – January 11, 2015</li> <li>First Renewal Term: January 12, 2015 – June 30, 2017</li> <li>Second Renewal Term: July 1, 2017 – June 30, 2022</li> <li>Third Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>616 Quincy Street, Brooklyn, NY 11221 – Public Space</li> <li>500 Macon Street, Brooklyn, NY 11233 – Public Space</li> <li>295 Front Street, Brooklyn, NY 11201 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Ember deploys an integrated assessment model that includes both normative and performance-based assessment models.</li> <li>Trauma informed Social Emotional Learning Methodology is present in all classrooms, and the school is invested in the long-term development of students’ positive cognitive psychology and analytical skills through neuro-pedagogy.</li> <li>Ember’s school culture is designed to address the needs of at-risk students whose traumatic experiences with poverty and racism yield significant socio-emotional challenges that impede long-term educational success.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	500	575	400 <sup>10</sup>

<sup>9</sup> 24% of students residing in CSD 16 and 17% of students residing in CSD 13 attend charter schools.

<sup>10</sup> The change to authorized enrollment from 660 in 2024 to 2025 has been approved as per 8 NYCRR 3.16. The proposed authorized enrollment in the next charter term represents an overall enrollment decrease.



**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment</b>	428	456	484	512	530

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 2 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 3 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school achieved significant growth throughout the charter term, ultimately meeting or exceeding the community school district in New York State Testing Program (NYSTP) assessments in Grades 3-8 math and ELA overall, and for all subgroups, except for English Language Learners (ELLs) in ELA last year.

The school’s graduation rates and 4-year cohort Regents testing outcomes are below those of NYS for most subjects and subgroups.

## Essential Question 1: Is the school an academic success?

### Student Performance – Elementary/Middle/High School Outcomes

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year. See Table 5 below regarding aggregate and subgroup 4-year cohort Regents testing outcomes through the 2023-2024 school year. See Table 6 for high school graduation rates by cohort.

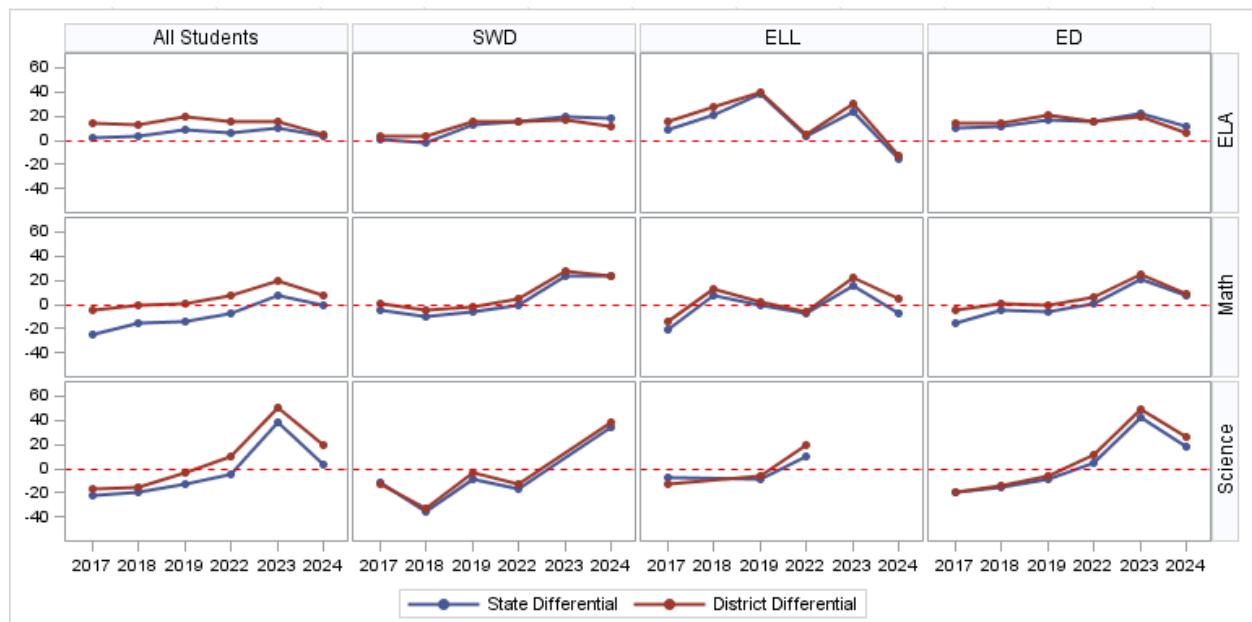
1. NYSTP:
  - a. In 2023-24, the school had a 50% proficiency rate for ELA and 52% proficiency rate for math, compared to 45% and 44% for the CSD and 47% and 52% statewide, respectively.
  - b. In 2023-24, the school had a 36% proficiency rate for ELA and a 49% proficiency rate for math for SWDs compared to 24% and 26% for the CSD and 18% and 25% statewide, respectively.
  - c. In 2023-24, the school had an 11% proficiency rate for ELA and a 30% proficiency rate for math for ELLs compared to 23% and 25% for the CSD and 26% and 37% statewide, respectively. Though the ELL proficiency rate dropped 12 percentage points below the district of location in the most recent year of testing, the outcomes had exceeded the district of location in all prior years of the charter term.
2. High School Data:
  - a. Note: Ember does not offer a traditional school model. All courses are interdisciplinary, and in the high school, Regents exams may be offered at a cadence different from typical high schools.
  - b. Cohort:
    - i. The 2020 cohort performed -17percentage points compared to NYS in ELA, -12 percentage points in Science, and -24 percentage points in U.S. History overall. However, the prior cohort exceeded NYS by 9 percentage points in ELA.
    - ii. Due to the school's intentionally small high school cohort size, a single student's outcomes contribute heavily to large swings in school outcomes, as evidenced on Regents cohort outcomes and graduation rates.
  - c. Annual Performance Data: The NYCDOE framework assesses annual Regents testing outcomes as compared with the outcomes for all NYC students. In the most recent year of testing, Ember's students exceeded proficiency on Living Environment by 20 percentage points. Outcomes on U.S. Government were 16 percentage points below NYC, Global History were 41 percentage points below NYC, ELA were 23 percentage points below NYC, and Algebra I were 1 percentage point below. However, in 2023, Ember far exceeded NYC outcomes with the exception of U.S. History, which were 21 percentage points below NYC.
  - d. Graduation: In 2023-24, the school had a 63% overall 4-year cohort graduation rate as compared with 86% for New York State, a differential of 23%. In the first year of the charter term, Ember demonstrated an 80% 4-year cohort graduation rate. As our framework compares outcomes against NYC, not NYS, Ember was 1 percentage point below NYC in the prior year and 16 points below NYC in the current year. However, Ember's 2020 cohort was 16 students, and a small change in students not graduating results in a large shift in the overall graduation rate. Based on conversation with the school and other analysis, this is not an anticipated trend moving forward.

**Academic Program:** Ember Charter School for Mindful Education, Innovation and Transformation ("Ember") integrates a content-rich curricula aligned to learning standards with a trauma informed social-

emotional methodology and neuro-pedagogy that includes choice-theory, inquiry and Socratic questioning, conceptual integration and thinking, and culturally and economically responsive pedagogy. Ember's course of instruction is designed to address the needs of at-risk students whose traumatic experiences with poverty and racism prove challenging to long-term educational success. The school uses a targeted, individualized, and differentiated strategy to deploy instruction. Ongoing integration of critical reading and analysis, along with executive functioning skills practice, reinforce and supports mastery in English language arts and reading across all content areas. To obtain a holistic picture of student performance and development, Ember employs the use of unit-based rubrics that include both academic measures and performance standards students need to demonstrate, such as connecting, responding, and presenting. At Ember, teachers employ targeted, individualized, and differentiated strategies to deploy instruction, based on class-based, unit, and interim-assessment data. Teachers meet frequently to examine student work samples and academic, SEL, and psycho-social student data to obtain a clear picture of each student's progress. Teachers then use this data to develop both in-class groups suited to student needs and to revisit skills and standards that students are struggling with. Teacher teams may adapt the curriculum or upcoming instruction or develop new programs of inquiry to ensure student success.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** Ember promotes a full inclusion model for SWDs and ELLs using its human development model centered on empowering a wide spectrum of neuro-diverse learners. By treating each learner as unique and in need of differentiation to succeed, Ember ensures students with specialized needs receive adequate learning support. ELLs are integrated into classes with their native English-speaking peers, with resources in the first language and translation provided by teachers and paraprofessionals accordingly.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 16**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	District Differential	NYS	NYS Differential	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	District Differential	NYS	NYS Differential
All Students	2018	48%	35%	+13	45%	+3	32%	32%	0	47%	-15
	2019	55%	35%	+20	46%	+9	33%	32%	+1	47%	-14
	2022	53%	38%	+15	47%	+6	32%	25%	+7	39%	-7
	2023	58%	43%	+15	48%	+10	59%	39%	+20	51%	+8
	2024	50%	45%	+5	47%	+3	52%	44%	+8	52%	0
SWD	2018	15%	12%	+3	17%	-2	9%	14%	-5	19%	-10
	2019	28%	13%	+15	15%	+13	12%	14%	-2	18%	-6
	2022	32%	17%	+15	16%	16	14%	9%	+5	14%	0
	2023	38%	21%	+17	19%	+19	47%	20%	+27	23%	+24
	2024	36%	24%	+12	18%	+18	49%	26%	+23	25%	+24
ELL	2018	46%	19%	+27	25%	+21	38%	25%	+13	30%	+8
	2019	64%	24%	+40	25%	+39	31%	29%	+2	31%	0
	2022	33%	28%	+5	29%	4	18%	24%	-6	25%	-7
	2023	54%	24%	+30	30%	+24	50%	28%	+22	35%	+15
	2024	11%	23%	-12	26%	-15	30%	25%	+5	37%	-7
ED	2018	47%	33%	+14	35%	+12	31%	30%	+1	35%	-4
	2019	53%	32%	+21	36%	+17	31%	31%	0	37%	-6
	2022	52%	36%	+16	37%	15	29%	23%	+6	28%	+1
	2023	60%	40%	+20	38%	+22	61%	36%	+25	40%	+21
	2024	48%	42%	+6	37%	+11	50%	41%	+9	42%	+8

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				ED			
		Charter Total Cohort	Ember CS for Mindful Education, Innovation and Transformation	NYS	Differential to NYS	Charter Total Cohort	Ember CS for Mindful Education, Innovation and Transformation	NYS	Differential to NYS
ELA	2019	20	90%	81%	+9	14	93%	75%	+18
	2020	16	63%	80%	-17	15	60%	74%	-14
Global History	2019	20	65%	82%	-17	14	57%	79%	-22
	2020	16	75%	74%	+1	15	73%	65%	+8
Math	2019	20	80%	90%	-10	14	79%	87%	-8
	2020	16	94%	84%	+10	15	93%	79%	+14
Science	2019	20	85%	90%	-5	14	86%	88%	-2
	2020	16	75%	87%	-12	15	80%	83%	-3
US History	2019	20	75%	80%	-5	14	71%	76%	-5
	2020	16	50%	74%	-24	15	53%	66%	-13

**Table 6: High School Graduation Rates by Cohort**

		All Students				ED			
		Charter Total Cohort	Ember CS for Mindful Education, Innovation and Transformation	NYS	Differential to NYS	Charter Total Cohort	Ember CS for Mindful Education, Innovation and Transformation	NYS	Differential to NYS
2019 Cohort	4 Year	20	80%	86%	-6	14	79%	82%	-3
	5 Year	20	85%	89%	-4	15	80%	85%	-5
2020 Cohort	4 Year	16	63%	86%	-23	15	67%	81%	-14

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

Ember implements a Targeted Assistance Program (TAP) to identify knowledge and skills gaps for students based on their performance on various assessments, including class-based, interim, and NYSTP assessments. Targeted assistance is determined based on cut-off points established in both Reading/Language Arts and Mathematics sections of the assessments. Students who perform below those established cut-off points are provided additional differentiated intervention instruction. Teachers monitor and evaluate the progress of students using formative, summative, formal, and informal assessments. In addition, teachers administer Developmental Reading Assessments to monitor students' literacy levels. To analyze student data, identify students in need of intervention, and modify instruction, instructional staff participate in quarterly Instructional Methods and Professional Practice (IMAPP) conferences. During the IMAPP conference, each lead teacher and grade team presents grade-level data for critical analysis and discussion to determine where adjustments should be made and develop strategies for improving learning outcomes. Based on these presentations, teachers revisit upcoming units and programs of inquiry to embed more performance practice in gap areas or integrate more skills or opportunities to build and apply vocabulary in upcoming lessons and activities.

### Enrollment, Recruitment, and Retention

The school did not meet its target for aggregate enrollment in prior years of the charter term (see Table 7 below). With the approved reduction in contracted enrollment for the 2024-2025 school year, Ember is now within the 85% target for total enrollment.

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Ember CS for Mindful Education, Innovation and Transformation	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	792	542	68%
2020-2021	880	547	62%
2021-2022	984	510	52%
2022-2023	500	417	83%
2023-2024	575	407	71%

The school is currently authorized to serve 400 students in grades K-12 through a temporary, local approval permitted by regulation as a result of the dramatic population shifts in the district of location. The school is experiencing enrollment challenges consistent with many other schools in the district of location. The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is above target range for enrollment of

SWDs, achieving significant growth in enrolling this population over the charter term. The school is within target range for enrollment of ELLs (-3 percentage points), but the percentage of students who are ELLs at Ember has tripled since 2020-2021 in pace with the changing population in the district of location. The school is within target range (-9 percentage points) for enrollment of ED students. The school has implemented an enrollment preference for SWD and ED students in a prior term. The school is above target range for retention of all students and all target groups.

Ember is within or above target range for enrollment of all subgroups (see Table 8).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District
2019-2020	17%	29%	-12	9%	7%	+2	87%	86%	+1
2020-2021	18%	28%	-10	3%	8%	-5	84%	88%	-4
2021-2022	20%	28%	-8	7%	9%	-2	83%	86%	-3
2022-2023	23%	28%	-5	6%	9%	-3	76%	86%	-10
2023-2024	27%	26%	+1	9%	12%	-3	81%	90%	-9

Retention rates have fluctuated over the course of the charter term but most recently they exceed the CSD (see Table 9).



**Table 9: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District	Ember CS for Mindful Education, Innovation and Transformation	NYC CSD 16	Differential to District
2019-2020	81%	77%	+4	79%	78%	+1	79%	79%	0	81%	77%	+4
2020-2021	75%	77%	-2	80%	78%	+2	90%	81%	+9	76%	77%	-1
2021-2022	66%	73%	-7	67%	74%	-7	69%	69%	0	66%	73%	-7
2022-2023	61%	77%	-16	62%	80%	-18	57%	76%	-19	59%	77%	-18
2023-2024	74%	73%	+1	76%	71%	+5	76%	66%	+10	74%	73%	+1

### Legal Compliance

Ember operates sufficiently in compliance with applicable laws, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The Board holds meetings in accordance with the Open Meetings Law.

### Essential Question 3: Is the school financially viable?

#### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

#### Financial Management

The NYCDOE reviewed Ember's audited financial statements from the 2022-2023 and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### Summary of Public Comment

The required public hearing for the renewal was held by the NYCDOE on March 5, 2025. Fifty-eight people attended the hearing and twenty spoke. All speakers were in favor of the renewal. No one was opposed. Six people submitted written comments in favor of renewal. There were no written comments received opposed to renewal.

## Hebrew Language Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Hebrew Language Academy Charter School (HLA)
<b>Board Chair</b>	Ellen Green
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 22 <sup>11</sup>
<b>Initial Commencement of Instruction</b>	Fall 2009
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: January 13, 2009 – January 12, 2014</li> <li>First Renewal Term: January 13, 2014 – June 30, 2015</li> <li>Second Renewal Term: July 1, 2015 – June 30, 2019</li> <li>Third Renewal Term: July 1, 2019 – June 30, 2022</li> <li>Fourth Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	Hebrew Public
<b>Facilities</b>	<ul style="list-style-type: none"> <li>2186 Mill Avenue Brooklyn, NY 11234—Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>HLA provides Modern Hebrew language instruction to all students. Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities.</li> <li>HLA has a strong partner organization supporting the delivery of its academic program. Hebrew Public (HP) provides select Hebrew-language charter schools with supportive services, including curriculum development, professional development, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	650	650	650

<sup>11</sup> 8% of students residing in CSD 22 attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	650	650	650	650	650

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, Hebrew Language Academy Charter School has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has substantially met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Renewal Conditions:**

- By July 15, 2025, the school will present to its authorizer a plan to provide high quality immersive Hebrew language programming in all grades starting in Fall 2025 and will provide quarterly updates on the progress of implementing and maintaining such program for the duration of the charter term.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYCDOE conducted the following site visits:
  - Year 2 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 3 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

The school’s proficiency rates on the New York State Testing Program (NYSTP) assessments for math exceeded the district of location for all students and all subgroups, throughout the charter term. In the most recent years of testing, the school met or exceeded the ELA performance for the CSD overall and for most subgroups.

## Essential Question 1: Is the school an academic success?

### Student Performance – Elementary/Middle School Outcomes

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:
  - a. In 2023-2024, the school had a 49% proficiency rate for ELA and 60% proficiency rate for math, compared to 49% and 53% for the CSD and 47% and 52% statewide, respectively.
  - b. In 2023-24, the school had a 22% proficiency rate for ELA and a 32% proficiency rate for math for SWDs compared to 24% and 31% for the CSD and 18% and 25% statewide, respectively.
  - c. In 2023-24, the school had a 38% proficiency rate for ELA and a 57% proficiency rate for math for ELLs compared to 30% and 43% for the CSD and 26% and 37% statewide, respectively.
  - d. The level of academic instruction observed by the team on our visit reflected the test results- the team was able to observe high levels of student engagement and participation in various rigorous tasks across disciplines.
  - e. HLA's curricular and instructional program has supported increased student achievement in mathematics over the charter term, leading to ELLs and EDs outperforming the district of location in the last two years of the charter term.
  - f. Hebrew Language Academy Charter School (HLA) provides students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens, through an K-8 curriculum that emphasizes daily instruction in the Hebrew language.
  - g. During the Renewal Visit, the team observed only a few classes where students received instruction entirely in Hebrew, and as a result of the incomplete programming for Hebrew instruction required by the charter and requested by families, the NYCDOE has issued the condition discussed below.

**Academic Program:** The Hebrew Language Academy Charter School's ("HLA") educational program is designed to support overall increased student academic achievement and growth. HLA is organized around a set of values. OLAM is the Hebrew word for "world," and the OLAM values include *Outstanding Problem-Solving, Lifelong Learning, Aware Communication, and Making a Difference*. OLAM values help students and staff to think critically, demonstrate empathy, communicate clearly and listen well, value learning, and bring these skills together to improve their communities. In elementary Hebrew classes, students engage in meaningful interactions in the language, developing their speaking and comprehension skills. In just a short time, students can understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and are able to communicate in Hebrew in more sophisticated ways. Hebrew is usually taught by native speakers, who only speak to their students in Hebrew. HLA offers Hebrew instruction in kindergarten through 8th grade through an offering of daily electives. When students enter 6th grade, HLA provides an accelerated track so the students can take Regents-level tests. However, stakeholders have expressed a need for more integrated Hebrew, as the school has outlined in its charter, into all aspects of HLA. As a result, this renewal recommendation comes with a condition to implement additional Hebrew instruction as committed to in its charter.

Additionally, HLA analyzes their student performance as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Reading and Math tests (and iReady Reading and Math), their internal standardized assessments. Both assessments are aligned therefore, this data

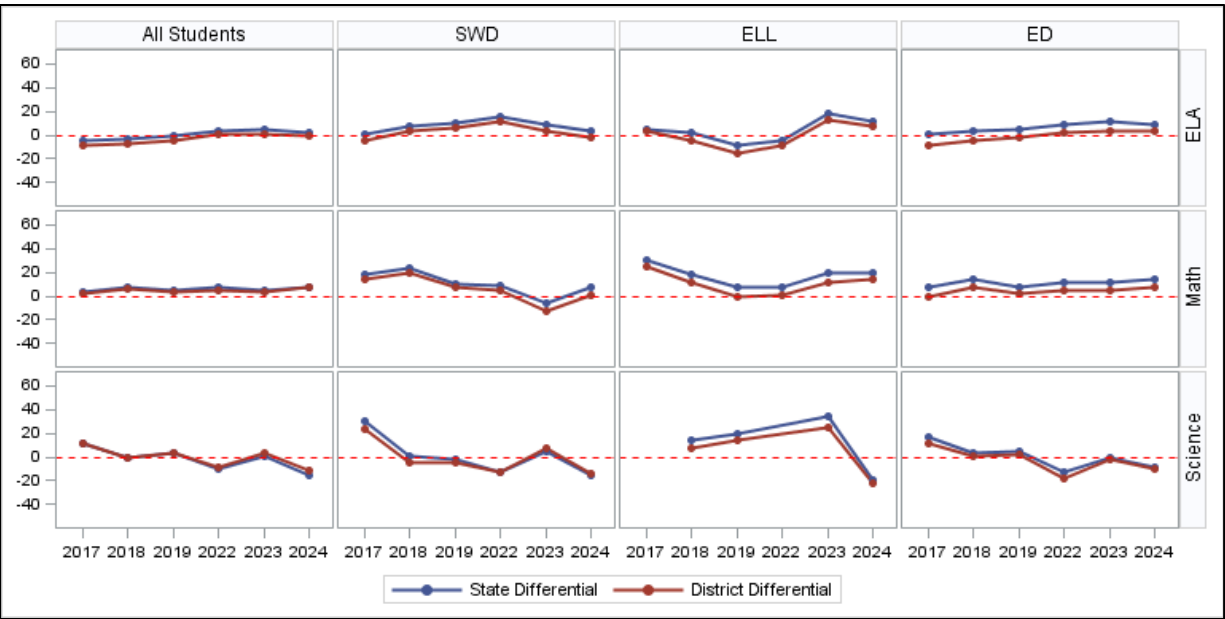
provides additional insight into their students' academic progress and areas for growth. Working in partnership with their charter management organization, Hebrew Public (HP), they remain a reflective organization and continually analyze student assessment data and engage in data-informed decision-making to strengthen curricular and instructional programming in response to identified student needs. HLA's use of HP's chosen research-based standards-aligned commercially published curriculum allows teachers to focus their efforts on deep individualized planning and planning for lesson facilitation and differentiation rather than on creating curricular materials and lessons from scratch.

Over the last several years, there has been a significant increase in teacher coaching and a more structured and intentional framework in which the coaching takes place. The impact of this organizational structure is that faculty are more familiar with the Expeditionary Learning curriculum and learning about ways to help students access curriculum as evidenced by the HLA Action Plans. HLA's instructional leadership team is now organized so that each Academic Dean is responsible for the supervision, coaching, and evaluation of the general education and content area teachers within their specific grade band purview (Grades K-2, Grades 3-5, and Grades 6-8) with specials teachers and middle school science teachers coached and evaluated by the Dean of Students, intervention teachers by the Dean of Student Support Services (DSSS), and ICT Teachers by the Academic Dean for Special Education.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELL):** During the current renewal period, student performance data provides HLA teachers with the information they need to design customized instruction that is responsive to their students' needs. Teachers ensure all students can access the curriculum by facilitating differentiated and individualized instruction through personalized learning paths, student autonomy, addressing different modalities of learning, varied assessment methods, collaborative opportunities, continuous feedback, real-world applications, and flexibility in learning resources including supports of instructional interventionists as evidenced in the interviews with teachers and administration. Teachers use flexible groupings to promote differentiation within the classroom facilitated by a co-teaching model, as well as centers where teachers can focus on small groups while other students are engaged in independent work.

HLA has cultivated a supportive environment over the charter term. HLA's instructional model is an inclusive one that holds all students, whether general education, SWD, ELLs or ED, to the same rigorous and high academic standards and provides every student with the supports and scaffolds that they need to achieve them. First and foremost, foundational elements of the instructional program ensure that all students are able to meet New York State Learning Standards. HLA's instructional model emphasizes a co-teaching approach. Co-teaching is manifest in ICT classrooms at each grade level, as well as with push-in support of HLA's student support teachers (SETSS, multi-lingual learner, and literacy teachers) in non-ICT classrooms. Additionally, non-ICT K-2 classrooms are co-taught with a classroom teacher and associate teacher, while in the middle school all students benefit from two teachers in the classroom for half of their math and their ELA instructional block. In addition to the specific instructional supports and strategies to address the needs of SWD and ELLs, it is important to stress that HLA teachers implement instructional modalities to best address the needs, interests, and learning style of each student in the classroom and to provide personalized learning experiences that engage students and promote academic achievement.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison to NYC CSD 22**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		Hebrew Language Academy CS	NYC CSD 22	District Differential	NYS	NYS Differential	Hebrew Language Academy CS	NYC CSD 22	District Differential	NYS	NYS Differential
All Students	2018	42%	49%	-7	45%	-3	52%	46%	+6	45%	+7
	2019	46%	50%	-4	46%	0	52%	49%	+3	47%	+5
	2022	51%	50%	+1	47%	+4	46%	41%	+5	39%	+7
	2023	53%	52%	+1	48%	+5	56%	53%	+3	51%	+5
	2024	49%	49%	0	47%	+2	60%	53%	+7	52%	+8
SWD	2018	25%	22%	+3	17%	+8	42%	23%	+19	18%	+24
	2019	25%	19%	+6	15%	+10	28%	21%	+7	18%	+10
	2022	32%	20%	+12	16%	16	23%	18%	+5	14%	+9
	2023	28%	24%	+4	19%	+9	17%	29%	-12	23%	-6
	2024	22%	24%	-2	18%	+4	32%	31%	+1	25%	+7
ELL	2018	27%	31%	-4	25%	+2	47%	35%	+12	29%	+18
	2019	16%	31%	-15	25%	-9	38%	38%	0	31%	+7
	2022	25%	33%	-8	29%	-4	33%	32%	+1	25%	+8
	2023	47%	34%	+13	29%	+18	53%	42%	+11	34%	+19
	2024	38%	30%	+8	26%	+12	57%	43%	+14	37%	+20
ED	2018	39%	43%	-4	36%	+3	48%	40%	+8	34%	+14
	2019	41%	43%	-2	36%	+5	45%	43%	+2	37%	+8
	2022	46%	44%	+2	37%	+9	40%	35%	+5	28%	+12
	2023	50%	47%	+3	38%	+12	52%	47%	+5	40%	+12
	2024	46%	43%	+3	37%	+9	56%	48%	+8	42%	+14

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

HLA understands the importance of pinpointing students' strengths, as well as what they should work on, to reach or exceed grade level proficiency. HLA analyzes student performance as measured by the NWEA MAP Reading and Math tests (and iReady Reading and Math), internal standardized assessments. Both assessments are aligned with NYS Learning Standards (NYSLS); therefore, this data provides additional insight into students' academic progress and areas for growth. HLA uses NWEA MAP and interim assessment within their data analysis plan to inform instruction and make intentional programming decisions. HLA's instructional program has supported student academic growth and achievement as evidenced by student performance on the NYSTP 3-8 ELA and math assessments. Working in partnership with HP, HLA remains a reflective organization, continually analyzing student assessment data and engaging in data-informed decision-making to strengthen curricular and instructional programs in response identified student needs.



## Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 5 below).

**Table 5: Aggregate Enrollment: Reported vs Contracted**

Hebrew Language Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	783	669	85%
2020-2021	783	595	76%
2021-2022	783	540	69%
2022-2023	650	610	94%
2023-2024	650	643	99%

The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. In 2023-2024, the school is at target range for enrollment of SWDs to CSD22 at 20%, and within target range for ELLs (-6 percentage points) and ED students (-1 percentage point).

HLA's enrollment of all subgroups has been within or above target range throughout the charter term, with large growth in enrollment of ELLs in particular during the term (see Table 6).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District
2019-2020	19%	20%	-1	9%	22%	-13	70%	71%	-1
2020-2021	19%	20%	-1	1%	23%	-22	67%	71%	-4
2021-2022	21%	21%	0	9%	24%	-15	63%	72%	-9
2022-2023	20%	21%	-1	19%	26%	-7	77%	73%	+4
2023-2024	20%	20%	0	22%	28%	-6	75%	76%	-1

The school is within target range for retention overall and for all subgroups with the exception of SWDs, which fluctuated throughout the charter term (see Table 7).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District	Hebrew Language Academy CS	NYC CSD 22	Differential to District
2019-2020	70%	87%	-17	57%	88%	-31	63%	87%	-24	74%	86%	-12
2020-2021	77%	88%	-11	73%	89%	-16	68%	87%	-19	77%	88%	-11
2021-2022	78%	73%	+5	72%	53%	+19	100%	81%	+19	80%	82%	-2
2022-2023	85%	86%	-1	80%	88%	-8	89%	87%	+2	88%	86%	+2
2023-2024	82%	86%	-4	76%	87%	-11	81%	86%	-5	83%	86%	-3

## Legal Compliance

HLA sufficiently operates in compliance with applicable laws, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The Board holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Viability:

The school has no financial concerns.

### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

### **Financial Management**

The NYCDOE reviewed HLA's audited financial statements from the 2022-2023 and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 5, 2025. Sixty-four people attended the hearing and nine people spoke. Nine people were in favor of the renewal. No one was opposed. No one submitted written comments in support of the renewal.

## Inwood Academy for Leadership Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Inwood Academy for Leadership Charter School (Inwood)
<b>Board Chair</b>	Max Rosenthal
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 6 <sup>12</sup>
<b>Initial Commencement of Instruction</b>	Fall 2010
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: December 15, 2009 – December 14, 2014</li> <li>First Renewal Term: December 15, 2014 – June 30, 2018</li> <li>Second Renewal Term: July 1, 2018 – June 30, 2021</li> <li>Third Renewal Term: July 1, 2021 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>71 Arden Street, New York, NY 10040—Private Space</li> <li>430 West 204<sup>th</sup> Street, New York, NY 10034—Private Space</li> <li>3896 10<sup>th</sup> Avenue, New York, NY 10034—Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>Inwood utilizes Marzano’s Highly Reliable Schools model for improvement and achieved certification in Level 1: Safe and Supportive School Culture by Developing a Professional Learning Community.</li> <li>To strengthen community connections, Inwood students engage in volunteering activities including “Hike to the Heights” to promote health, wellness, and safe outdoor spaces in the neighborhood, and high school students engage in a community service project developed with their advisor.</li> <li>Inwood school leaders receive explicit leadership coaching utilizing the Hogan Assessment and Leadership Versatility Index 360 to identify key areas for growth that leads to a coaching plan.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>	<b>Year 3 2023 to 2024</b>	<b>Year 4 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 5 – 12	Grades 5 – 12	K – Grade 1, Grades 5 – 12	K – Grade 2, Grades 5 – 12
<b>Total Authorized Enrollment</b>	960	960	1,180	1,290

<sup>12</sup> 20% of students residing in CSD 6 attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>
<b>Grade Configuration</b>	K – Grade 3, Grades 5 – 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Authorized Enrollment<sup>13</sup></b>	1,400	1,510	1,510	1,510

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, the school has compiled a mixed record of academic success, and at the time of the renewal analysis, has sufficiently met many of the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Renewal Conditions:**

- By July 15, 2025, the school will provide a comprehensive plan to increase academic outcomes in all grades, subjects, and for all subgroups with the ultimate goal of meeting and exceeding the outcomes of the community school district or city, as applicable, by the end of the next charter term.
- By November 1 each year of the charter term, the school will present an evaluation and adjustment of the plan upon reflection of the prior year's academic outcomes.

#### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - Year 3 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 4 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

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<sup>13</sup> In May 2022, the Board of Regents approved a revision request for a grade expansion to allow the school to add Kindergarten through Grade 4. It was noted at the time of the revision that Grades 3 and 4 would be added in the next charter term and that full enrollment of 1,510 would be reached in the 2026-2027 school year.

## **Summary of Evidence for Renewal**

The school's student proficiency ELA outcomes have decreased over the course of the charter term, ultimately falling 11 percentage points below the CSD overall. Though math outcomes remained above the CSD for most of the charter term, in the most recent year of testing the outcomes dropped. The school has identified a path forward to improve outcomes, and NYCDOE has placed a condition on academic performance accordingly. However, the school has graduation rates exceeding the state rates throughout the charter term overall and for all subgroups.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Middle/High School Outcomes**

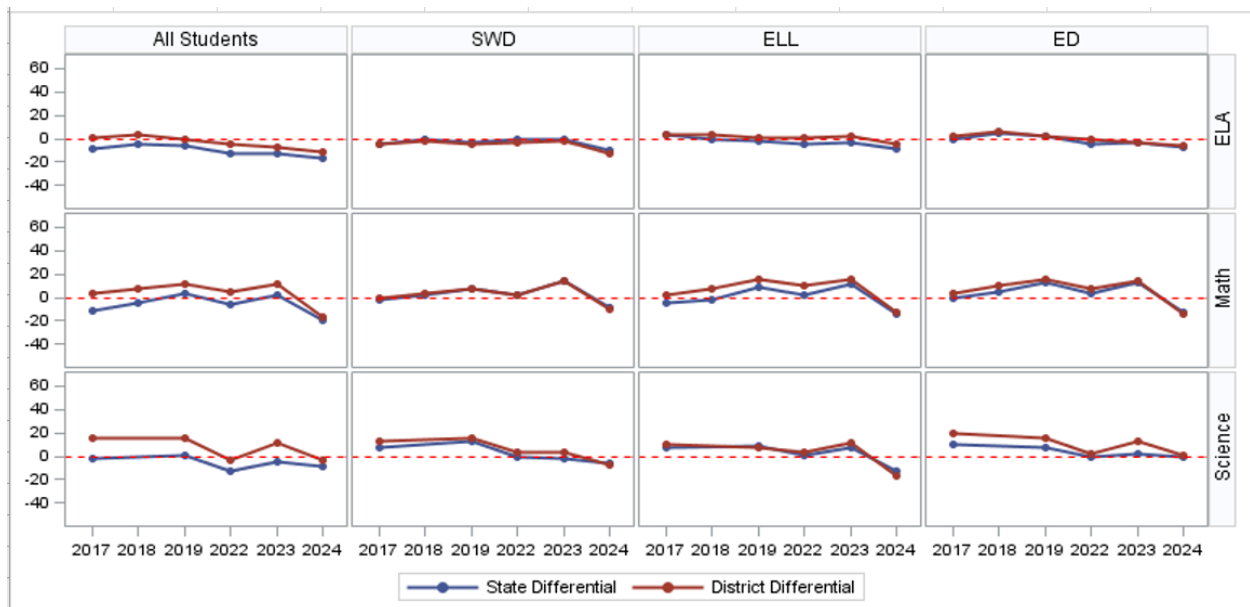
See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year. See Table 5 below regarding aggregate and subgroup 4-year cohort Regents testing outcomes through the 2023-2024 school year. See Table 6 for high school graduation rates by cohort.

1. NYSTP:
  - a. In 2023-24, the school had a 31% proficiency rate for ELA and 30% proficiency rate for math, compared to 42% and 46% for the CSD and 47% and 50% statewide, respectively.
  - b. In 2023-24, for ELLs, the school had a 15% proficiency rate for ELA and an 18% proficiency rate for math compared to 20% and 31% for the CSD and 23% and 32% statewide, respectively. In 2023-2024, for ED students, the school had a 31% proficiency rate in ELA compared to 37% in the district of location and 38% for NYS, and 28% in math compared to 42% in the district of location and 41% in NYS.
  - c. In 2023-24, for SWDs, the school had an 8% proficiency rate for ELA and a 14% proficiency rate for math compared to 21% and 24% for the CSD and 18% and 22% statewide, respectively.
  - d. Math outcomes remained above CSD for the majority of charter term, and the school implemented a research-based curriculum for the first time in the 2024-2025 school year.
  - e. Strong high school outcomes: overall, and for subgroups, with graduation rates exceeding the state average throughout the charter term.
2. Regents Data:
  - a. Cohort Data: The 2020 cohort performed -10 percentage points compared to NYS in ELA, -3% points in Global History, and -23 percentage points in U.S. History. However, Inwood's Algebra I outcomes were 10 percentage points above NYS for the 2020 cohort.
  - b. The data do demonstrate low cohort Regents testing pass rates; this is in part a result of incomplete waiver submission and not an accurate portrayal of their Regents testing performance.
  - c. Annual Performance Data: The NYCDOE framework assesses annual Regents testing outcomes as compared with the outcomes for all NYC students. In the most recent year of testing, Inwood's outcomes were typically below NYC outcomes, including 10 percentage points below the NYC for ELA and 20 percentage points below the NYC for Global History.
  - d. Graduation Rate: In 2023-24, the school had a 90% overall 4-year graduation rate as compared with 86% for NYS.

**Academic Program:** Inwood Academy for Leadership Charter School (“Inwood”) seeks to empower students to become agents of change through community-focused leadership, character development, and college preparedness. The school utilizes Robert Marzano’s Highly Reliable Schools (“HRS”) model to develop a more comprehensive instructional framework and received certification in HRS Level 1 – Building a Safe, Supportive, and Collaborative School Culture by Operating as a Professional Learning Community – during the last charter term. To support struggling readers, Inwood expanded reading interventions, especially for upper grade students, to include Wilson Reading for students performing three or more grade levels below, and Just Words for students one or two grade levels below. Recognizing the need to develop students’ background knowledge while supporting students’ critical thinking skills in the upper grades, Inwood adopted Wit and Wisdom for middle school ELA and Fishtank for high school. By adopting both curricula, students engage in rich, daily discussions around themes in a core text. Additionally, Inwood transitioned to 90-minute blocks for ELA and math in middle school to allow students more time to develop core strategies and skills. For math, Inwood is in the process of aligning math interventions to the Science of Learning, specifically the development of explicit mathematics instruction by math content teachers. The school is presently partnering with the National Institute for Direct Instruction to develop teachers’ conceptual understanding of math instruction, and Inwood is supplementing this support through their intensive 1:1 coaching model for teachers.

**Academic Program for Students with Disabilities (SWDs) and English Language Learners (ELLs):** To support SWDs, Inwood provides at least one section of Integrated Co-Teaching (ICT) in every grade, and all students in Grades 10 and 11 learn within an ICT setting. Inwood provides various services to assist SWDs, including SETTS (special education teacher support services), speech and language, counseling, ICT, and self-contained classrooms (12:1). Forty-eight staff members support SWDs, including a Director of Support Services, an IEP Coordinator, two Social Workers, two Speech and Language Pathologists, and thirty-six teachers. Most support for SWDs occurs within the classroom, and teachers engage in a reevaluation of each student’s individualized education program (IEP) multiple times over the year to evaluate whether a student is progressing toward their goals. To support ELLs, the school provides classroom push-in support and English as a New Language (ENL) Literacy Classes. Push-in ELL teachers collaborate with core content teachers to ensure that ELL students can fully engage with grade-level content within regular classrooms. ENL literacy classes preview content from Wit and Wisdom ELA curriculum along with Prologue lessons focusing on vocabulary, syntax, and oral language. Multi-language learners (MLL) receive support through three stand-alone ENL classes. Teachers of MLLs utilize Champion of Ideas curriculum and frequently refer to the NYSESLAT (New York State English as a Second Language Achievement Test) rubric for reading and writing to monitor student performance.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 6**





**Table 4: Elementary/Middle School/High School Assessment Proficiency Outcomes**

		ELA					Math				
		Inwood Academy for Leadership CS	NYC CSD 6	District Differential	NYS	NYS Differential	Inwood Academy for Leadership CS	NYC CSD 6	District Differential	NYS	NYS Differential
All Students	2018	39%	36%	+3	43%	-4	37%	29%	+8	41%	-4
	2019	37%	38%	-1	43%	-6	48%	36%	+12	44%	+4
	2022	35%	40%	-5	48%	-13	29%	24%	+5	35%	-6
	2023	37%	44%	-7	49%	-12	51%	40%	+11	49%	+2
	2024	31%	42%	-11	47%	-16	30%	46%	-16	50%	-20
SWD	2018	14%	16%	-2	14%	0	16%	13%	+3	14%	+2
	2019	10%	15%	-5	13%	-3	22%	15%	+7	14%	+8
	2022	15%	18%	-3	16%	-1	13%	11%	+2	11%	+2
	2023	18%	20%	-2	18%	0	34%	20%	+14	20%	+14
	2024	8%	21%	-13	18%	-10	14%	24%	-10	22%	-8
ELL	2018	19%	16%	+3	20%	-1	21%	14%	+7	23%	-2
	2019	17%	16%	+1	19%	-2	34%	18%	+16	25%	+9
	2022	22%	21%	+1	27%	-5	22%	12%	+10	20%	+2
	2023	24%	22%	+2	27%	-3	41%	26%	+15	30%	+11
	2024	15%	20%	-5	23%	-8	18%	31%	-13	32%	-14
ED	2018	39%	33%	+6	34%	+5	36%	26%	+10	31%	+5
	2019	36%	34%	+2	34%	+2	47%	32%	+15	34%	+13
	2022	35%	35%	0	39%	-4	29%	21%	+8	25%	+4
	2023	37%	40%	-3	40%	-3	51%	37%	+14	38%	+13
	2024	31%	37%	-6	38%	-7	28%	42%	-14	41%	-13

**Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS
ELA	2016	106	91%	88%	+3	22	68%	66%	+2	11	91%	69%	+22	90	89%	84%	+5
	2017	121	99%	89%	+10	26	100%	69%	+31	12	100%	75%	+25	100	99%	86%	+13
	2018	123	98%	87%	+11	20	95%	71%	+24	20	100%	68%	+32	99	99%	83%	+16
	2019	115	71%	81%	-10	29	48%	56%	-8	16	56%	54%	+2	90	71%	75%	-4
	2020	117	70%	80%	-10	31	45%	52%	-7	14	43%	44%	-1	100	68%	74%	-6
Global History	2016	106	61%	84%	-23	22	36%	60%	-24	11	55%	63%	-8	90	58%	80%	-22
	2017	121	72%	87%	-15	26	62%	66%	-4	12	75%	69%	+6	100	77%	84%	-7
	2018	123	93%	86%	+7	20	85%	72%	+13	20	80%	68%	+12	99	93%	83%	+10
	2019	115	75%	82%	-7	29	62%	68%	-6	16	63%	63%	0	90	72%	79%	-7
	2020	117	71%	74%	-3	31	39%	45%	-6	14	57%	42%	+15	100	68%	65%	+3
Math	2016	106	90%	88%	+2	22	82%	64%	+18	11	82%	72%	+10	90	90%	85%	+5
	2017	121	99%	90%	+9	26	100%	69%	+31	12	100%	79%	+21	100	99%	88%	+11
	2018	123	98%	91%	+7	20	95%	76%	+19	20	95%	78%	+17	99	98%	89%	+9
	2019	115	97%	90%	+7	29	97%	74%	+23	16	88%	73%	+15	90	96%	87%	+9
	2020	117	94%	84%	+10	31	94%	61%	+33	14	93%	62%	+31	100	93%	79%	+14
Science	2016	106	89%	87%	2	22	64%	64%	0	11	91%	66%	+25	90	88%	83%	+5
	2017	121	98%	90%	+8	26	100%	70%	30	12	100%	74%	+26	100	98%	87%	+11
	2018	123	96%	91%	+5	20	90%	77%	+13	20	85%	73%	+12	99	96%	88%	+8
	2019	115	94%	90%	+4	29	86%	77%	+9	16	88%	70%	+18	90	92%	88%	+4
	2020	117	83%	87%	-4	31	77%	71%	+6	14	86%	60%	+26	100	82%	83%	-1
US History	2016	106	71%	84%	-13	22	41%	61%	-20	11	36%	61%	-25	90	69%	79%	-10
	2017	121	91%	85%	+6	26	81%	66%	+15	12	100%	67%	+33	100	89%	81%	+8
	2018	123	80%	84%	-4	20	75%	69%	+6	20	70%	67%	+3	99	80%	80%	0
	2019	115	89%	80%	+9	29	79%	64%	+15	16	88%	64%	+24	90	87%	76%	+11
	2020	117	51%	74%	-23	31	35%	47%	-12	14	29%	48%	-19	100	51%	66%	-15

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS	Charter Total Cohort	Inwood Academy for Leadership CS	NYS	Differential to NYS
2016 Cohort	4 Year	106	90%	85%	+5	22	91%	63%	+28	11	100%	63%	+37	90	91%	80%	+11
	5 Year	106	97%	88%	+9	22	95%	69%	+26	11	100%	70%	+30	89	97%	83%	+14
	6 Year	106	97%	89%	+8	22	95%	72%	+23	11	100%	71%	+29	89	97%	85%	+12
2017 Cohort	4 Year	121	97%	86%	+11	26	96%	65%	+31	12	100%	70%	+30	100	96%	81%	15
	5 Year	120	98%	89%	+9	25	100%	72%	+28	12	100%	75%	+25	99	98%	85%	+13
	6 Year	120	98%	90%	8	25	100%	73%	+27	12	100%	76%	+24	99	98%	86%	+12
2018 Cohort	4 Year	123	89%	87%	+2	20	70%	69%	+1	20	75%	70%	+5	99	90%	82%	+8
	5 Year	123	93%	89%	+4	21	76%	74%	+2	21	81%	74%	+7	100	93%	85%	+8
	6 Year	120	97%	90%	+7	20	85%	75%	+10	20	90%	76%	+14	98	96%	86%	+10
2019 Cohort	4 Year	115	88%	86%	+2	29	83%	69%	+14	16	75%	68%	+7	90	86%	82%	+4
	5 Year	115	91%	89%	+2	29	90%	73%	+17	15	80%	72%	+8	90	90%	85%	+5
2020 Cohort	4 Year	117	90%	86%	+4	31	84%	69%	+15	14	86%	64%	+22	100	89%	81%	+8

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

To become a Highly Reliable Schools (HRS) Level 1 certified school, Inwood needed to capture, analyze, and respond to various data points related to the overall safety and supportive nature of the school and its community. Academically, teachers actively collect student learning daily and then meet weekly with leaders or in teams to analyze the data and identify students in need of support or interventions. Teachers consider adjustments to instruction, design additional supports for specific students, or develop instructional student groups. Throughout the year, Inwood leaders engage with teacher teams and departments to review benchmark assessments. Guided by questions such as, “How can we push students to do more?”, “Who needs small group support?”, or “Did students understand what we expected them to?”, teams examine the right path to reach goals, and adjust future instruction or make decisions about upcoming units of study. As a result of their preparation for HRS certification, Inwood teachers and leaders at Inwood are engaging in more frequent data discussions to analyze data, identify skills gaps and specific students that are struggling, and adjust instruction and curricula to better support students in their progress toward mastering grade level skills and standards.

### Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 7 below). This is due to the fact that, with permission of the NYCDOE, the school delayed its implementation of the elementary school grades as a result of the COVID-19 pandemic.

**Table 7: Aggregate Enrollment: Reported vs Contracted**

Inwood Academy for Leadership CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	960	950	99%
2020-2021	960	943	98%
2021-2022	960	947	99%
2022-2023	960	953	99%
2023-2024	1180	951	81%

The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. The school is above target range for enrollment of SWDs by +6 percentage points and within target range for ED students by -2 percentage points, but below target range by -12 percentage points for enrollment of ELL students with the district of location holistically. Notwithstanding, the school serves comparable numbers of ELL students as compared with their

immediate surrounding schools. The school enrolls -2 percentage points fewer ED students compared to district of location.

The school is within or above the target subgroup enrollment range for all populations with the exception of ELL students, who are enrolled at 12 percentage points below the CSD (see Table 8). However, when compared with schools within one mile, the school serves comparable numbers of ELL students (see Table 9).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District
2019-2020	25%	21%	+4	22%	38%	-16	91%	88%	+3
2020-2021	24%	22%	+2	9%	39%	-30	88%	89%	-1
2021-2022	26%	22%	+4	23%	38%	-15	90%	88%	+2
2022-2023	28%	23%	+5	25%	37%	-12	88%	88%	0
2023-2024	28%	22%	+6	25%	37%	-12	87%	89%	-2

**Table 9: Subgroup Enrollment: English Language Learners as Compared with Schools within 1 Mile**

	ELL		
	Inwood Academy for Leadership CS	Schools within 1 Mile	Differential to Comparison
2023-2024	25%	29%	-4

The school exceeded target retention rates overall and for all subgroups for the duration of the charter term (see Table 10).

**Table 10: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District	Inwood Academy for Leadership CS	NYC CSD 6	Differential to District
2019-2020	91%	78%	+13	93%	78%	+15	90%	79%	+11	92%	78%	+14
2020-2021	95%	80%	+15	94%	78%	+16	96%	82%	+14	95%	81%	+14
2021-2022	91%	77%	+14	95%	73%	+22	91%	80%	+11	91%	78%	+13
2022-2023	89%	77%	+12	90%	76%	+14	95%	78%	+17	89%	77%	+12
2023-2024	90%	79%	+11	89%	77%	+12	94%	81%	+13	91%	79%	+12

### Legal Compliance

Inwood sufficiently operates in accordance with applicable laws, regulations, rules, and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board holds meetings in accordance with the Open Meetings Law.

### Essential Question 3: Is the school financially viable?

#### Financial Condition

The school has demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school did not consistently meet these targets during the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school did not consistently meet these targets during the charter term. However, this financial position is related to the implementation of the elementary school, and NYCDOE has no concerns about the school's financial viability.

#### Financial Management

The NYCDOE reviewed Inwood's audited financial statements from the 2021-2022, 2022-2023, and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in any of the aforementioned years.

### Summary of Public Comment

The required public hearing for the renewal was held by the NYCDOE on March 3, 2025. One hundred and sixty-seven people attended the hearing and thirteen spoke. Thirteen people spoke in favor of the renewal. No one was opposed. Two people submitted written comments in support of the renewal. No one submitted written comments against the renewal.

## New Heights Academy Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	New Heights Academy Charter School (NHACS)
<b>Board Chair</b>	Angel Vasquez
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 6 <sup>14</sup>
<b>Initial Commencement of Instruction</b>	Fall 2006
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: April 15, 2005 – April 14, 2010</li> <li>First Renewal Term: April 15, 2010 – April 14, 2015</li> <li>Second Renewal Term: April 15, 2015 – June 30, 2017</li> <li>Third Renewal Term: July 1, 2017 – June 30, 2020</li> <li>Fourth Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>1818 Amsterdam Avenue New York, NY 10031 - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>In ELA, NHACS deepened the focus on literacy by introducing the PLORES (Preview, Locate, Organize, Read, Evaluate, and Summarize) reading comprehension strategy, enhancing students' engagement with text and critical thinking skills. PLORES is a structured approach that enhances textual understanding. All NHACS students are expected to use PLORES during ELA classes and literacy activities across subjects. Instructional coaches and leaders support teachers with incorporating PLORES strategies into classes.</li> <li>During select Wednesday afternoons, NHACS leadership dedicates time in the schedule for data analysis through department and grade-team meetings. All NHACS teachers and coaches attend these meetings. During these meetings, instructional staff review quantitative data, such as iReady outcomes and curriculum-embedded assessment data, and qualitative data, such as student work samples. This weekly structure supports NHACS data-driven program.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>Removing 5th Grade from the school's current Grade 5 – 12 configuration.</li> </ul>

<sup>14</sup> 20% of students residing in CSD 6 attend charter schools.

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 5 – 12	Grades 5 – 12	Grades 5 – 12	Grades 5 – 12	Grades 5 – 12
<b>Total Authorized Enrollment</b>	765	765	765	765	765

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	Grades 6 – 12	Grades 6 – 12	Grades 6 – 12	Grades 6 – 12	Grades 6 – 12
<b>Total Authorized Enrollment<sup>15</sup></b>	740	740	740	740	740

### **Rationale for Renewal and Revision Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, New Heights Academy Charter School has compiled a strong and compelling record of academic success, and at the time of the renewal analysis, has sufficiently met the standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Revision:**

- Though the school enrolls students starting at 5<sup>th</sup> grade, most applicants apply for 6<sup>th</sup> grade, the typical transition grade in NYC. The school seeks to adjust their starting grade to align with that more common transition year of 6<sup>th</sup> grade. This adjustment will allow the school to focus resources on the Grades 6-12 continuum.

#### **Renewal Conditions:**

- The school will provide the completed FY24 annual audit no later than June 1, 2025.

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<sup>15</sup> The change to authorized enrollment has been approved as per 8 NYCRR 3.16 dependent upon Board of Regents approval of the change to grade configuration.



- The school will meet all published deadlines for financial submissions through the next charter term.

### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - o Year 4 (2023-2024): Annual Comprehensive Review (ACR) visit
  - o Year 5 (2024-2025): Renewal Visit
- The school did not receive a Notice of Concern or Notice of Deficiency during the charter term.

## **Summary of Evidence for Renewal**

The school's proficiency rates on New York State Testing Program (NYSTP) assessments for ELA and math exceeded the district of location for all students and for students with disabilities (SWDs), English Language Learners (ELLs), and for economically disadvantaged (ED) in the most recent years of testing. The school's high school graduation rates are above the district of location over the course of the charter term.

### **Essential Question 1: Is the school an academic success?**

#### **Student Performance – Middle/High School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year. See Table 5 below regarding aggregate and subgroup 4-year cohort Regents testing outcomes through the 2023-2024 school year. See Table 6 for high school graduation rates by cohort.

1. NYSTP:
  - a. In 2023-24, the school had a 51% proficiency rate for ELA and 54% proficiency rate for math, compared to 42% and 46% for the CSD and 47% and 50% statewide, respectively.
  - b. In 2023-24, the school had a 25% proficiency rate for ELA and a 35% proficiency rate for math for SWDs compared to 21% and 24% for the CSD and 18% and 22% statewide, respectively.
  - c. In 2023-24, the school had a 27% proficiency rate for ELA and a 42% proficiency rate for math for ELLs compared to 20% and 31% for the CSD and 23% and 32% statewide, respectively.
  - d. The level of instruction observed by the team on the renewal visit reflected the test results – the team was able to observe high levels of student engagement and participation in various rigorous tasks across disciplines.
2. High School Data:
  - a. Cohort Data: The 2020 cohort exceeded NYS outcomes for all subjects and all subgroups, with the exception of U.S. History. Overall, New Heights' 2020 cohort demonstrated proficiency on U.S. History 15 percentage points less than NYS.
  - b. Annual Performance Data: The NYCDOE framework assesses annual Regents testing outcomes as compared with the outcomes for all NYC students. New Heights exceeded NYC outcomes in ELA by 14 percentage points but performed 2 percentage points below

NYC in Global History, and 13 percentage points below NYC in U.S. History. Most New Heights students took Algebra 1 in 2023, when their proficiency rate outperformed NYC by 13 percentage points.

- c. Graduation Rates: In 2023-24, the school had a 94% overall 4-year graduation rate as compared with 86% for NYS.

**Academic Program:** New Heights Academy Charter School (“NHACS”) is committed to not only graduating students but ensuring that they are prepared for success in a post-secondary environment. Their Advanced Placement (AP) courses are a valuable component of their readiness program. NHACS offers AP Language and Composition, AP Literature, AP Calculus, AP U.S. History, and AP Italian.

At NHACS, all middle school students attend a double block of both math and ELA every day. NHACS restructured these periods to increase the targeted support students receive through a “stations” approach. They introduced a teacher-led station, with an emphasis on skills that correlate with the New York State Learning Standards and their associated testing standards, ensuring student progress aligns with grade-level expectations. NHACS leadership also introduced an iReady station, incorporating individualized learning via the iReady MyPath program. Through iReady, students participate in personalized lessons on a daily basis informed by precise diagnostic information. Offering both of these stations allows students to learn grade-level standards while also receiving responsive instruction tailored to their individualized needs. NHACS continues to use these stations during all ELA and math blocks.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):** NHACS utilizes a three-tiered Response-to-Intervention (RtI) program, which is part of their multi-tiered support services (MTSS) framework. There are eight non-negotiable essential components of RtI at NHACS: Evidence-based Curriculum and Instruction; Ongoing Assessment; Collaborative Teaming; Data-Based Decision Making; Fidelity of Implementation; Ongoing Training and Professional Development; Community and Family Involvement; and Strong Leadership. Instructional practices are evaluated and adjusted based on the results of reliable, valid, and sensitive indicators of important student outcomes. All NHACS students receive Tier I RtI services through the general education program. Students struggling to stay on grade level receive Tier II assistance, a full period of small group instruction. Learning strategists deliver instruction three to five times per week. Students receive Tier III services daily in small group instruction in groups of three to five students. Learning strategists monitor student progress bi-weekly and identify whether to move students between tiers through assessments administered every six to eight weeks with input from grade teams and principals. NHACS also offers Integrated Co-Teaching (ICT) class settings. NHACS offers two ICT sections per grade in middle school and four ICT sections per grade in high school. In ICT classrooms, SWDs receive support from both a general education and a special education teacher who deliver all accommodations, modifications, and appropriate services.

To service the school’s ELLs, NHACS uses the Sheltered Instruction Observation Protocol (SIOP). In addition to general education classes, NHACS provides a Language Enrichment class for ELLs with language acquisition instruction provided by a certified English-as-a-New-Language (ENL) teacher. NHAS administers the New York State Identification Test for English Language Learners (NYSITELL) to assess the English language level of new students whose home or primary language is other than English upon enrollment. The special education coordinator and ENL teachers (middle school and high school) are responsible for identifying ELLs and monitoring their progress through interim assessments and the New York State English as a Second Language Achievement Test (NYSESLAT) exams. Additionally, NHACS has a full-time ENL teacher at both the middle school and high school that holds small group interventions throughout the school year and pushes into the classroom to provide additional support for those

students. Both social workers are bilingual and provide mandated as well as non-mandated services as needed. All school communications are disseminated to families in Spanish and other languages.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 6**

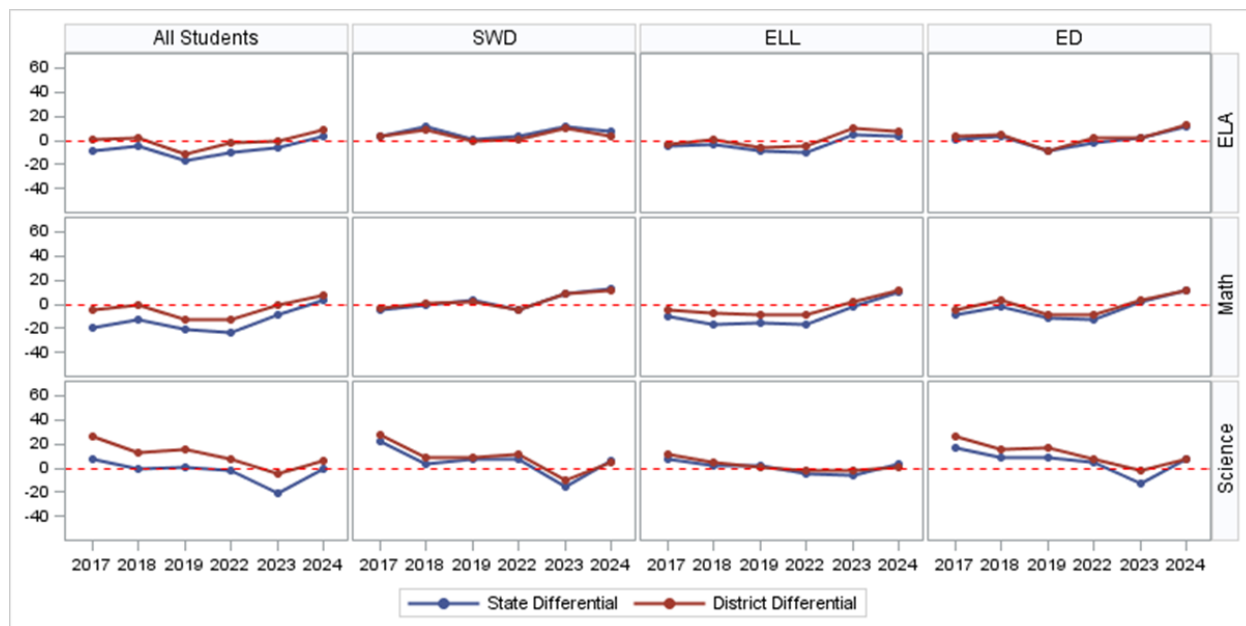


Table 4: Elementary/Middle School Assessment Proficiency Outcomes

		ELA					Math				
		New Heights Academy CS	NYC CSD 6	District Differential	NYS	NYS Differential	New Heights Academy CS	NYC CSD 6	District Differential	NYS	NYS Differential
All Students	2018	38%	36%	+2	43%	-5	28%	29%	-1	41%	-13
	2019	27%	38%	-11	43%	-16	23%	36%	-13	44%	-21
	2022	38%	40%	-2	48%	-10	12%	24%	-12	35%	-23
	2023	43%	44%	-1	49%	-6	40%	40%	0	49%	-9
	2024	51%	42%	+9	47%	+4	54%	46%	+8	50%	+4
SWD	2018	25%	16%	+9	14%	+11	14%	13%	+1	14%	0
	2019	14%	15%	-1	13%	+1	17%	15%	+2	14%	+3
	2022	19%	18%	+1	16%	3	6%	11%	-5	11%	-5
	2023	30%	20%	+10	18%	+12	29%	20%	+9	20%	+9
	2024	25%	21%	+4	18%	+7	35%	24%	+11	22%	+13
ELL	2018	17%	16%	+1	20%	-3	7%	14%	-7	23%	-16
	2019	10%	16%	-6	19%	-9	10%	18%	-8	25%	-15
	2022	17%	21%	-4	27%	-10	3%	12%	-9	20%	-17
	2023	32%	22%	+10	27%	+5	28%	26%	+2	30%	-2
	2024	27%	20%	+7	23%	+4	42%	31%	+11	32%	+10
ED	2018	38%	33%	+5	34%	+4	29%	26%	+3	31%	-2
	2019	26%	34%	-8	34%	-8	23%	32%	-9	34%	-11
	2022	37%	35%	+2	39%	-2	12%	21%	-9	25%	-13
	2023	42%	40%	+2	40%	+2	40%	37%	+3	38%	+2
	2024	50%	37%	+13	38%	+12	53%	42%	+11	41%	+12

Table 5: Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS
ELA	2016	88	95%	88%	+7	15	80%	66%	+14	7	71%	69%	+2	81	96%	84%	+12
	2017	81	100%	89%	+11	10	100%	69%	+31	7	100%	75%	+25	70	100%	86%	+14
	2018	89	90%	87%	+3	12	100%	71%	+29	11	91%	68%	+23	77	92%	83%	+9
	2019	79	90%	81%	+9	10	80%	56%	+24	10	50%	54%	-4	77	90%	75%	+15
	2020	88	94%	80%	+14	13	100%	52%	+48	9	56%	44%	+12	72	94%	74%	+20
Global History	2016	88	83%	84%	-1	15	40%	60%	-20	7	29%	63%	-34	81	85%	80%	+5
	2017	81	90%	87%	+3	10	80%	66%	+14	7	57%	69%	-12	70	90%	84%	+6
	2018	89	0%	86%	-86	12	0%	72%	-72	11	0%	68%	-68	77	0%	83%	-83
	2019	79	1%	82%	-81	10	0%	68%	-68	10	0%	63%	-63	77	1%	79%	-78
	2020	88	84%	74%	+10	13	92%	45%	+47	9	44%	42%	+2	72	83%	65%	+18
Math	2016	88	94%	88%	+6	15	80%	64%	+16	7	100%	72%	+28	81	94%	85%	+9
	2017	81	100%	90%	+10	10	100%	69%	+31	7	100%	79%	+21	70	100%	88%	+12
	2018	89	98%	91%	+7	12	100%	76%	+24	11	100%	78%	+22	77	99%	89%	+10
	2019	79	99%	90%	+9	10	100%	74%	+26	10	100%	73%	+27	77	99%	87%	+12
	2020	88	89%	84%	+5	13	92%	61%	+31	9	89%	62%	+27	72	89%	79%	+10
Science	2016	88	85%	87%	-2	15	47%	64%	-17	7	43%	66%	-23	81	85%	83%	+2
	2017	81	93%	90%	+3	10	60%	70%	-10	7	57%	74%	-17	70	91%	87%	+4
	2018	89	97%	91%	+6	12	100%	77%	+23	11	100%	73%	+27	77	97%	88%	+9
	2019	79	100%	90%	+10	10	100%	77%	+23	10	100%	70%	+30	77	100%	88%	+12
	2020	88	99%	87%	+12	13	100%	71%	+29	9	100%	60%	+40	72	99%	83%	+16
US History	2016	88	90%	84%	+6	15	73%	61%	+12	7	43%	61%	-18	81	89%	79%	+10
	2017	81	99%	85%	+14	10	90%	66%	+24	7	100%	67%	+33	70	99%	81%	+18
	2018	89	2%	84%	-82	12	0%	69%	-69	11	9%	67%	-58	77	3%	80%	-77
	2019	79	92%	80%	+12	10	100%	64%	+36	10	60%	64%	-4	77	92%	76%	+16
	2020	88	59%	74%	-15	13	54%	47%	+7	9	33%	48%	-15	72	56%	66%	-10

**Table 6: High School Graduation Rates by Cohort**

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS	Charter Total Cohort	New Heights Academy CS	NYS	Differential to NYS
2016 Cohort	4 Year	88	89%	85%	+4	15	73%	63%	+10	7	43%	63%	-20	81	88%	80%	+8
	5 Year	88	93%	88%	+5	15	87%	69%	+18	7	71%	70%	+1	81	93%	83%	+10
	6 Year	85	96%	89%	+7	13	100%	72%	+28	5	100%	71%	+29	78	96%	85%	+11
2017 Cohort	4 Year	81	89%	86%	+3	10	60%	65%	-5	7	57%	70%	-13	70	87%	81%	6
	5 Year	73	99%	89%	+10	8	88%	72%	+16	.	.	.	.	62	98%	85%	+13
	6 Year	73	99%	90%	+9	7	100%	73%	+27	.	.	.	.	62	98%	86%	+12
2018 Cohort	4 Year	89	87%	87%	0	12	100%	69%	+31	11	82%	70%	+12	77	88%	82%	+6
	5 Year	85	92%	89%	+3	12	100%	74%	+26	11	91%	74%	+17	74	93%	85%	+8
	6 Year	85	93%	90%	+3	12	100%	75%	+25	11	91%	76%	+15	74	93%	86%	+7
2019 Cohort	4 Year	79	90%	86%	+4	10	90%	69%	+21	10	50%	68%	-18	77	90%	82%	+8
	5 Year	78	91%	89%	+2	9	100%	73%	+27	9	56%	72%	-16	76	91%	85%	+6
2020 Cohort	4 Year	88	94%	86%	+8	13	100%	69%	+31	9	67%	64%	+3	72	93%	81%	+12

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

NHACS understands the importance of pinpointing students' strengths, as well as what they should work on, to reach or exceed grade level proficiency. NHACS uses data-driven instruction aligned to the Efficacy model. The unifying goal of the Efficacy-guided use of data is to set high, yet achievable, standards for student academic achievement. The entire school community is united in a common pursuit of literacy development. NHACS leadership introduced the SpringBoard ELA program from the College Board for Grades 6-12. SpringBoard ELA is aligned to New York State college and career readiness standards, "challenging students to develop their analytical, reading, and writing skills through a blend of classic literature and contemporary texts." This is continuously reinforced by schoolwide expectations for students reading outside of the classroom and encouraging students to strive to exceed reading level targets. Teachers foster students' intrinsic motivation to read, write, present, and think. In ELA, NHACS deepened their focus on literacy by introducing the PLORES (Preview, Locate, Organize, Read, Evaluate, and Summarize) reading comprehension strategy, enhancing students' engagement with text and critical thinking skills. PLORES is a structured approach that enhances textual understanding. Since the 2022-23 academic school year, all NHACS students are expected to use PLORES during ELA classes and literacy activities across subjects. Instructional coaches and leaders support teachers with incorporating PLORES strategies into classes. At NHACS, the approach to math emphasizes word problems, which serve as a bridge between mathematical concepts and literacy skills. To support this emphasis, the school introduced the KEYSAE (Key Words, Eliminate, Yield, Solve, Articulate, and Explain) approach as a strategy in math in 2022-23, and this strategy continues supporting students in developing mathematical comprehension and writing skills.

### Enrollment, Recruitment, and Retention

The school is currently meeting the target (85%) for aggregate enrollment (see Table 7 below).

**Table 7: Aggregate Enrollment: Reported vs Contracted**

New Heights Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	765	778	102%
2020-2021	765	774	101%
2021-2022	765	721	94%
2022-2023	765	731	96%
2023-2024	765	712	93%

The NYCDOE allows up to a 10-percentage point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. This was a result of the sunseting of the Board of Regents produced targets about 10 years ago. We will review this practice in the coming years to determine whether this 10-percentage point buffer supports the renewal process. In 2023-2024, the school is within target range for enrollment of SWDs by -3 percentage points and ED students by -1 percentage point, and below target range for enrollment of ELLs by -10 percentage points. Notwithstanding, the school serves comparable numbers of ELL students as compared with their immediate surrounding schools. The school enrolls -4 percentage points fewer ED students compared to the district of location.

The school's enrollment of SWD and ED students was within or above target range throughout the charter term. The school's enrollment of ELL students has increased since the beginning of the charter term, but ultimately falling to 10 percentage points below the CSD in the most recent year (see Table 8). However, when compared with schools within one mile, the school is serving comparable numbers of ELLs (see Table 9).

**Table 8: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	New Heights Academy CS	NYC CSD 6	Differential to District	New Heights Academy CS	NYC CSD 6	Differential to District	New Heights Academy CS	NYC CSD 6	Differential to District
2019-2020	16%	21%	-5	21%	38%	-17	89%	88%	+1
2020-2021	16%	22%	-6	26%	39%	-13	90%	89%	+1
2021-2022	16%	22%	-6	28%	38%	-10	89%	88%	+1
2022-2023	18%	23%	-5	29%	37%	-8	97%	88%	+9
2023-2024	19%	22%	-3	27%	37%	-10	88%	89%	-1

**Table 9: Subgroup Enrollment: English Language Learners as Compared with Schools within 1 Mile**

	ELL		
	New Heights Academy CS	Schools within 1 Mile	Differential to Comparison
2023-2024	27%	24%	+3

The school exceeded the CSD for retention overall and for all subgroups in all years of the charter term (see Table 10).

**Table 10: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	New Heights Academy CS	NYC CSD 6	Differential to District	New Heights Academy CS	NYC CSD 6	Differential to District	New Heights Academy CS	NYC CSD 6	Differential to District	New Heights Academy CS	NYC CSD 6	Differential to District
2019-2020	91%	78%	+13	94%	78%	+16	90%	79%	+11	91%	78%	+13
2020-2021	95%	80%	+15	98%	78%	+20	96%	82%	+14	96%	81%	+15
2021-2022	93%	77%	+16	94%	73%	+21	94%	80%	+14	93%	78%	+15
2022-2023	89%	77%	+12	85%	76%	+9	89%	78%	+11	90%	77%	+13
2023-2024	88%	79%	+9	89%	77%	+12	86%	81%	+5	88%	79%	+9

## Legal Compliance

NHACS operates partially in compliance with applicable laws, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The Board holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Condition

The school has demonstrated partial financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school has met some of the targets during the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations; the school has met some of these targets during the charter term. The NYCDOE has no current concerns about the school's financial viability.

The school is experiencing some financial challenges but is actively exploring options to resolve which include (not public) potential staff layoffs, restructuring their lease, and serving more students in grades

that have more interest. The truncation of 5<sup>th</sup> grade supports this because 5<sup>th</sup> grade is currently their smallest grade and will allow them to dedicate existing resources for other purposes. We have no concerns that the school is in danger of closing.

### **Financial Management**

The NYCDOE reviewed NHACS audited financial statements from the 2020-2021, 2021-2022, and 2022-2023 school years to determine whether the independent auditor observed sufficient internal controls over financial reporting. No deficiencies in internal controls were identified in any of these audits. The school's 2023-2024 audit has not yet been completed, and as a result this renewal recommendation comes with a condition on complying with audit deadlines moving forward.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 3, 2025. Two hundred and three attended the hearing and seven spoke. Seven people were in favor of the renewal. No one was opposed. Sixteen people submitted written comments in support of the renewal.



## New York-French American Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	New York French-American Charter School (NYFACS)
<b>Board Chair</b>	Richard Ortoli
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 3 and NYC CSD 5 <sup>16</sup>
<b>Initial Commencement of Instruction</b>	Fall 2010
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Term: September 15, 2009 – September 14, 2014</li> <li>First Renewal Term: September 15, 2014 – June 30, 2017</li> <li>Second Renewal Term: July 1, 2017 – June 30, 2022</li> <li>Third Renewal Term: July 1, 2022 – June 30, 2025</li> </ul>
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>311 West 120<sup>th</sup> Street, New York, NY 10027 – Private Space</li> <li>2116 Adam Clayton Powell Jr. Boulevard, New York, NY 10027 – Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>In the elementary school, develops bilingual and biliterate global leaders through the development of reading skills, and lifelong learners using the French language.</li> <li>College, careers, and life readiness grounded in a strong STEAM education and a strategic alignment to the World Languages and Cultures Advanced Placement themes.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

**Table 2: Current Grade Levels and Authorized Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	383	400	450

<sup>16</sup> 8% of students residing in CSD 3 and 32% of students residing in CSD 5 attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>
<b>Grade Configuration</b>	K – Grade 8	K – Grade 8
<b>Total Authorized Enrollment</b>	450	450

### **Rationale for Renewal Recommendation**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), the Chancellor of the New York City Department of Education (NYCDOE) recommends that the Board of Regents grant the renewal term described above in the **Issue for Decision** section for the following reasons.

- During the current charter term, New York French-American Charter School has compiled a record of academic success, and at the time of the renewal analysis, has partially met standards set forth in the NYCDOE Charter School Accountability Framework.
- Since the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public school enrollment, pursuant to Education Law Section 2852(2)(d), NYCDOE asserts that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Renewal Conditions:**

For the reasons described below, this renewal recommendation has the following conditions:

1. Each year of the charter term the school will demonstrate progress toward meeting the short- and long-term measures of financial viability as defined in the Accountability Handbook for NYC DOE Chancellor-Authorized Charter Schools and as assessed by the fiscal year audit. The school must demonstrate it has met, at minimum, the short-term measures of financial viability in its audited financial statements for the penultimate school year in the forthcoming charter term.
2. The school will provide to NYCDOE by July 15, 2025:
  - A detailed plan of how the school will communicate its financial status and any changes in operations to parents, staff, and other stakeholders.
  - A contingency plan for closure should the school no longer be financially viable or should the NYCDOE move to revoke the charter for lack of financial viability.
3. By July 15 and again on January 15 of each year of the charter term, the school will provide to NYCDOE:
  - Details regarding any outstanding debts, loans, or financial obligations and how the school plans to manage and fulfill these commitments.
  - Information about the school's fundraising activities, grant applications, or other initiatives aimed at securing additional financial support.
  - Contingency plans that address unexpected financial challenges or emergencies.

- A detailed plan regarding staffing levels and any adjustments that must be made to align with their budget and enrollment projections.
4. Each year of the charter term the school will demonstrate progress toward enrolling 85% of its authorized enrollment, ultimately meeting 85% of its authorized enrollment by the end of the charter term.
  5. By July 15, 2025, the school will present to its authorizer a plan to provide high quality bilingual French programming in the middle school starting in Fall 2025 and will provide quarterly updates on the progress of implementing and maintaining such program for the duration of the charter term.
  6. By August 15, 2025, the board will recruit and onboard two additional board members:
    - One new board member with the background to support school financial restructuring, and
    - One new board member with specific skills and experience in the areas of charter school oversight, governance, and strategic planning.
    - Qualifications of potential board members must be presented to NYCDOE at least one week prior to the board's vote to appoint them.

#### **Monitoring and Oversight:**

- During the school's current charter term, the NYCDOE conducted the following site visits:
  - Year 2 (2023-2024): Annual Comprehensive Review (ACR) visit
  - Year 3 (2024-2025): Renewal Visit
- The school has not received a Notice of Concern or Notice of Deficiency during the charter term.

### **Summary of Evidence for Renewal**

While the school has not met overall outcomes on the New York State Testing Program (NYSTP) assessments as compared with CSD 3, the school has demonstrated significant growth overall in English Language Arts (ELA) on the NYSTP 3-8 assessments during the charter term. In ELA, students in all subgroups exceeded CSD 3 outcomes, with significant outcomes for economically disadvantaged (ED) students, which represents most of the student body. The school's populations of English Language Learners (ELLs) and ED students also outperformed CSD 3 in math during the charter term.

#### **Essential Question 1: Is the school an academic success?**

##### **Student Performance – Elementary/Middle School Outcomes**

See Table 4 below regarding NYSTP 3-8 math and ELA assessment results in the aggregate and for subgroups compared to the district of location and State rates through the 2023-2024 school year.

1. NYSTP:
  - a. In 2023-24, the school had a 57% proficiency rate for ELA and 47% proficiency rate for math, compared to 65% and 65% for the CSD and 47% and 52% statewide, respectively.

- b. In 2023-24, the school had a 37% proficiency rate for ELA and a 19% proficiency rate for math for SWDs compared to 36% and 41% for the CSD and 18% and 25% statewide, respectively.
- c. In 2023-24, the school had a 41% proficiency rate for ELA and a 40% proficiency rate for math for ELLs compared to 31% and 35% for the CSD and 26% and 37% statewide, respectively.
- d. The school is outperforming CSD 3 in ELA in academic outcomes for SWD by +1 percentage point, ELL by +10 percentage points, and ED students by +17 percentage points. In math, the school was below for all students by -18 percentage points and SWDs by -22 percentage points in 2024. However, they are outperforming ELLs by + 5 percentage points and ED students by +7 percentage points. Overall academic outcomes are below CSD 3, but we attribute this to the school serving a higher need population than the overall CSD 3 population.
- e. The school is within or above target range for enrollment of all required subpopulations and is enrolling 41 percentage points more economically disadvantaged students.
- f. The data does demonstrate low enrollment with SWD, however NYFACS includes a lottery preference for students with disabilities. The school has a strong dual language in elementary but not in the middle school, which has resulted in the condition.

**Academic Program:** The New York French-American Charter School (“NYFACS”) French Immersion Program employs a balanced dual immersion model in the elementary school, where students experience a fifty-fifty split between instruction in French and English. In the program, students spend half of their school day learning in French and the other half in English. NYFACS utilizes two dedicated teachers: one for French-language instruction and one for English-language instruction. This ensures that students receive high-quality education in both languages throughout their formative years. From kindergarten through fourth grade, the French-language curriculum covers literacy, core subjects like science and social studies, and collaborative reinforcement in mathematics. However, in the middle school, French is offered as an elective, and the language is not immersive in the environment or programming. As a result, this recommendation comes with a condition to expand the bilingual French programming to the middle school grades as committed to in the school’s charter and as requested by stakeholders.

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELL):** This year, NYFACS built the master schedule to include one section of inclusion for students with IEPs and one section for ELLs. Professional development and planning time is used to systematically include training, observation, and feedback on various models of co-teaching. The goal is for NYFACS to provide more alternative co-teaching models within the classroom environment. The structured NYFACS program helps students identified as at-risk, with and without disabilities. Additionally, NYFACS promotes a strong program of parental and student support through the Response to Intervention program and special education.

Students eligible for ELL services through an English as a Second Language (ESL) program are pulled out of class for a portion of the day to receive specialized instruction in English. The ESL/ELL coordinator works with small groups of students several periods a week. The number of periods is determined by the level of the student. The NYFACS ESL Program includes the development of strategies through daily reading, writing, speaking, and listening activities. These strategies include the development of oral language, teaching of grammar, syntax, and structure in the English language and the development of academic language and vocabulary. As a result, ELLs have outperformed the CSD in ELA by 10 percentage points and by 5 percentage points in math in the most recent year of testing.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 3**



**Table 4: Elementary/Middle School Assessment Proficiency Outcomes**

		ELA					Math				
		New York French-American CS	NYC CSD 3	District Differential	NYS	NYS Differential	New York French-American CS	NYC CSD 3	District Differential	NYS	NYS Differential
All Students	2018	50%	64%	-14	45%	+5	42%	64%	-22	49%	-7
	2019	50%	65%	-15	46%	+4	50%	63%	-13	50%	0
	2022	46%	65%	-19	47%	-1	29%	55%	-26	39%	-10
	2023	56%	68%	-12	48%	+8	44%	62%	-18	51%	-7
	2024	57%	65%	-8	47%	+10	47%	65%	-18	52%	-5
SWD	2018	29%	35%	-6	18%	+11	36%	41%	-5	22%	+14
	2019	15%	35%	-20	17%	-2	31%	34%	-3	20%	+11
	2022	9%	33%	-24	16%	-7	13%	27%	-14	14%	-1
	2023	14%	38%	-24	19%	-5	27%	37%	-10	23%	+4
	2024	37%	36%	+1	18%	+19	19%	41%	-22	25%	-6
ELL	2018	43%	36%	+7	28%	+15	44%	42%	+2	34%	+10
	2019	34%	38%	-4	28%	+6	38%	43%	-5	34%	+4
	2022	35%	38%	-3	29%	6	21%	28%	-7	25%	-4
	2023	53%	43%	+10	29%	+24	37%	31%	+6	34%	+3
	2024	41%	31%	+10	26%	+15	40%	35%	+5	37%	+3
ED	2018	46%	36%	+10	35%	+11	37%	36%	+1	38%	-1
	2019	45%	39%	+6	36%	+9	47%	36%	+11	39%	+8
	2022	43%	40%	+3	37%	6	26%	26%	0	28%	-2
	2023	54%	44%	+10	38%	+16	42%	35%	+7	40%	+2
	2024	56%	39%	+17	37%	+19	46%	39%	+7	42%	+4

## Essential Question 2: Is the school effective and well run?

### Use of Data/Ability to Monitor Progress

NYFACS student achievement and growth has been tracked using the iReady benchmark and interim assessments. NYFACS teachers review data by class, subgroup, and individual student. NYFACS supplements ELA classroom instruction by using more leveled reading passages that match student needs more closely.

### Enrollment, Recruitment, and Retention

The school is not currently meeting the target (85%) for aggregate enrollment (see Table 5 below). As a result, this renewal comes with a condition on ensuring the school is increasing and ultimately meeting the target.

**Table 5: Aggregate Enrollment: Reported vs Contracted**

New York French-American CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	400	301	75%
2020-2021	450	296	66%
2021-2022	450	249	55%
2022-2023	383	273	71%
2023-2024	400	296	74%

The NYCDOE allows up to a 10%-point buffer under the CSD rate of enrollment and retention of subgroups as long as the school has demonstrated a good faith effort to recruit and retain students of those subgroups. In 2023-2024, the school is within target range for enrollment of SWDs by -4 percentage points, and above target range for ELLs by +12 percentage points and ED students by +41 percentage points. The school is within target range overall, and for SWDs by -7 percentage points and ED students by -3 percentage points, and above target for retention for ELL students by +4 percentage points.

NYFACS is exceeding the CSD for enrollment of ELL and ED students. The school has demonstrated significant growth of SWD students, ultimately enrolling within target range (see Table 6).

**Table 6: Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged**

	SWD			ELL			ED		
	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District
2019-2020	15%	23%	-8	29%	8%	+21	80%	42%	+38
2020-2021	14%	24%	-10	6%	8%	-2	82%	45%	+37
2021-2022	17%	24%	-7	28%	8%	+20	86%	46%	+40
2022-2023	19%	25%	-6	28%	9%	+19	85%	46%	+39
2023-2024	19%	23%	-4	28%	16%	+12	91%	50%	+41

Retention rates at NYFACS have improved over the charter term, with retention rates overall and for all subgroups ultimately within or above target range (see Table 7).

**Table 7: Student Retention – Aggregate and Subgroup**

	All Students			SWD			ELL			ED		
	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District	New York French-American CS	NYC CSD 3	Differential to District
2019-2020	73%	87%	-14	69%	87%	-18	74%	81%	-7	73%	84%	-11
2020-2021	77%	85%	-8	82%	84%	-2	76%	84%	-8	79%	89%	-10
2021-2022	65%	74%	-9	75%	57%	+18	82%	78%	+4	69%	83%	-14
2022-2023	72%	86%	-14	70%	85%	-15	70%	84%	-14	73%	84%	-11
2023-2024	79%	86%	-7	76%	84%	-8	82%	78%	+4	79%	82%	-3

## Legal Compliance

NYFACS operates partially in compliance with applicable laws, regulations, rules and other policies, including the terms of its charter, its by-laws, and other school-specific policies. The board typically holds meetings in accordance with the Open Meetings Law.

## Essential Question 3: Is the school financially viable?

### Financial Condition

The school has not demonstrated financial viability as evidenced by performance on key indicators derived from the school's independently audited financial statements. The school has significant financial concerns, including operating with negative cash balance in FY23. The school owes over \$1M in back rent and UFT medical insurance costs and is out of compliance with their charter agreement due to their sublease arrangement with their foundation inflating their rental cost, which will result in a letter of deficiency.

The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. The school consistently has not met these targets during the charter term. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's inability to remain viable and to meet financial obligations; the school consistently has not met these targets during the charter term.

As a result of the school's current financial position, the NYCDOE has placed several conditions on renewal related to financial management and compliance as indicated above.

### Financial Management

The NYCDOE reviewed NYFACS audited financial statements from the 2022-2023 and 2023-2024 school years to determine whether the independent auditor observed sufficient internal controls over financial



reporting. In both years, the auditor identified material weaknesses that included a deficit cash balance and a shortfall in net assets.

### **Summary of Public Comment**

The required public hearing for the renewal was held by the NYCDOE on March 4, 2025. Sixty-three people attended the hearing and eighteen people spoke. Eighteen people were in favor of the renewal. No one was opposed. Twelve people submitted written comments in support of the renewal.