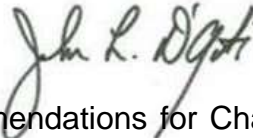




TO: P-12 Education Committee
FROM: John L. D'Agati 
SUBJECT: Renewal Recommendations for Charter Schools Authorized by the New York City Department of Education Chancellor
DATE: March 4, 2021

AUTHORIZATION(S):

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):

1. **Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School** (short term three-year renewal).
2. **Renaissance Charter High School for Innovation** (full term five-year renewal and a revision to change the school name to Innovation Charter High School).
3. **St. HOPE Leadership Academy Charter School** (full term five-year renewal).

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at its March 2021 meeting.

Procedural History

The New York City Department of Education Chancellor made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law.

Background Information

The New York City Department of Education Chancellor and Board of Regents are bound by Article 56 of the Education Law regarding the criteria that can be considered in decision-making pertaining to charter school renewals.

Related Regents Items

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School

February 2008 [Initial Charter](https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca11.htm)
(<https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca11.htm>)

April 2013 [First Renewal](https://www.regents.nysed.gov/common/regents/files/413p12a4Revised_0.pdf)
(https://www.regents.nysed.gov/common/regents/files/413p12a4Revised_0.pdf)

June 2015 [Revision to Change the School Name](https://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615p12a6.pdf)
(<https://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615p12a6.pdf>)

March 2018 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf>)

Renaissance Charter High School for Innovation

December 2009 [Initial Charter](https://www.regents.nysed.gov/meetings/2009/2009-12-10)
(<https://www.regents.nysed.gov/meetings/2009/2009-12-10>)

May 2014 [Revision to Management Structure](https://www.regents.nysed.gov/common/regents/files/514p12a2revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/514p12a2revised.pdf>)

December 2014 [First Renewal](https://www.regents.nysed.gov/common/regents/files/1214p12a3Revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/1214p12a3Revised.pdf>)

March 2018 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf>)

St. HOPE Leadership Academy Charter School

January 2008 [Initial Charter](https://www.regents.nysed.gov/meetings/2008/2008-01-42)
(<https://www.regents.nysed.gov/meetings/2008/2008-01-42>)

May 2009 [Revision to End an Institutional Partnership](https://www.regents.nysed.gov/meetings/2009/2009-05-6)
(<https://www.regents.nysed.gov/meetings/2009/2009-05-6>)

March 2013 [First Renewal](https://www.regents.nysed.gov/common/regents/files/313p12a5%5B1%5D.pdf)
(<https://www.regents.nysed.gov/common/regents/files/313p12a5%5B1%5D.pdf>)

March 2018 [Second Renewal](https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf)
(<https://www.regents.nysed.gov/common/regents/files/318p12a3revised.pdf>)

Recommendations

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

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

VOTED: That the Board of Regents finds that, the **Renaissance Charter High School for Innovation**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Renaissance Charter High School for Innovation** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

VOTED: That the Board of Regents finds that, the **St. HOPE Leadership 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 the **St. HOPE Leadership 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, 2026**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective July 1, 2021.

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, the **New York City Department of Education recommends a short-term renewal for a period of three years for Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School. The charter term would begin on July 1, 2021, and expire on June 30, 2024.**

Charter School Summary

| | |
|---|---|
| Name of Charter School | Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School |
| Board Chair | Dina Velez & Hanna Campbell |
| District of Location | NYC CSD 7 ¹ |
| Initial Commencement of Instruction | Fall 2008 |
| Charter Term(s) | <ul style="list-style-type: none"> • Initial Term: February 12, 2008 – February 11, 2013 • First Renewal Term: February 12, 2013 – June 30, 2013 • Second Renewal Term: July 1, 2013 - June 30, 2018 • Third Renewal Term: July 1, 2018 - June 30, 2021 |
| Current Term Authorized Grades / Authorized Enrollment | K – Grade 8 / 450 students |
| Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment | K – Grade 8 / 450 students |
| Comprehensive Management Service Provider | None |
| Facilities | 750 Concourse Village West, Brooklyn, NY 10451 – Public Space |
| Mission Statement | <i>Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School (“BGLIG,” pronounced Big League) will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for life-long learning. Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.</i> |

¹ 31 percent of all students residing in this district attend charter schools.

| | |
|---------------------------------------|---|
| Key Design Elements | <ul style="list-style-type: none"> • Academic Rigor • Dual Language Program • Data Driven Small Group Differentiated Instruction • Single Gender Instruction Focusing on Creating Female Leaders • Strong Professional Development for Teachers and Teaching Assistants • Collaborative Professional Learning Environment • Performing Art Programs • Technology Infused Instruction • Parent Engagement |
| Recommended Material Revisions | None |

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School (BGLIG) is approaching or meeting most standards set forth in the New York City Department of Education Charter School Accountability Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

Innovative and Noteworthy Programs: BGLIG is an all-girls school that provides a dual-language, English-Spanish, model and a strings music program, including Suzuki Violin, to the South Bronx Community.

Renewal Condition(s):

- By June 30 of each year of the next charter term, the school must demonstrate growth in meeting the school’s community school district of location enrollment rates for English Language Learners (ELLs) and ultimately, by the end of the charter term, meet the enrollment rate for ELLs of the school’s community school district of location.
- By June 30 of each year of the next charter term, the Board must submit a report to the school’s authorizer detailing what special programming was added in the current academic year and what programming will be added in the upcoming year, as well as a reflection on the school’s progress toward increasing the enrollment rate of ELLs.

Table 1: Current Grade Levels and Authorized Enrollment

| | Year 1 2018 to 2019 | Year 2 2019 to 2020 | Year 3 2020 to 2021 |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | K – Grade 8 | K – Grade 8 | K – Grade 8 |
| Total Authorized Enrollment | 450 | 450 | 450 |

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

| | Year 1 2021 to 2022 | Year 2 2022 to 2023 | Year 3 2023 to 2024 |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | K – Grade 8 | K – Grade 8 | K – Grade 8 |
| Total Proposed Enrollment | 450 | 450 | 450 |

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and English language arts (ELA). See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average. According to the 2020-2021 school year ESEA accountability designations, BGLIG is In Good Standing.

Academic Program for Elementary School/Middle School: BGLIG offers curricula and coursework aligned to New York State Next Generation learning standards in ELA, math, Social Studies and Science. The school offers a dual-language program in English and Spanish where students receive instruction in both languages. Every student in kindergarten to Grade 5 receives instructional support from two teachers and two teaching assistants. Every student in Grades 6-8 receives support from a content teacher and a teaching assistant in each content area. The school also employs three academic intervention teachers. In addition, the school offers strings music classes, dance, chess and physical education.

Academic Program for Students with Disabilities (SWDs) and ELLs: The school offers Integrated Co-Teaching (ICT) in kindergarten and hopes to expand to all grades. The school provides Special Education Teacher Support Services (SETSS) for SWDs, as well as counseling. The school employs one ELL teacher to work with ELL students.

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

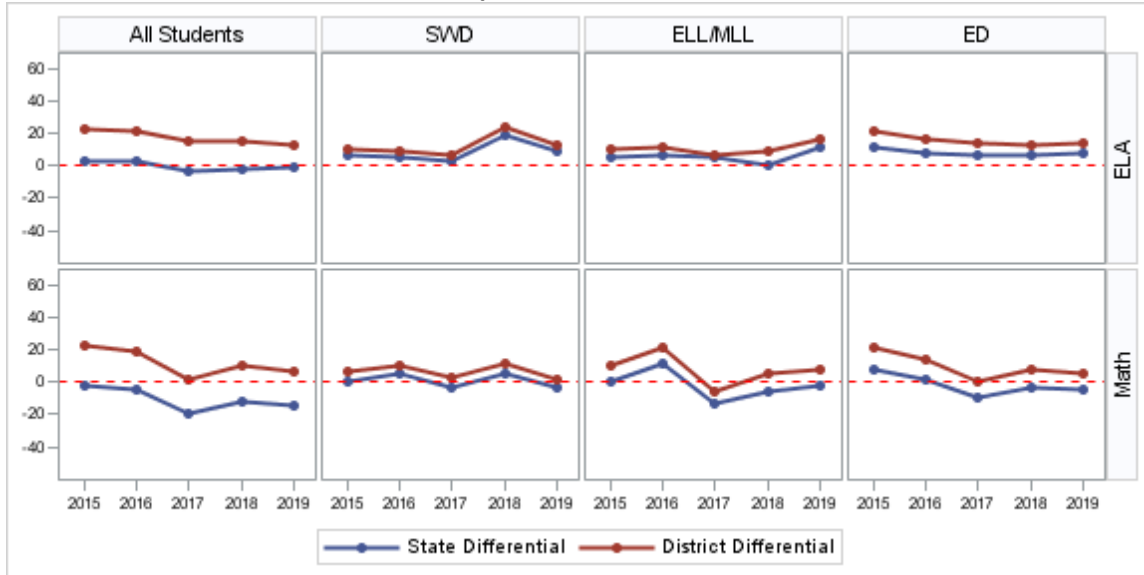


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

| | | ELA | | | | | Math | | | | |
|--------------|-----------|--|-----------|--------------------------|-----|---------------------|--|-----------|--------------------------|-----|---------------------|
| | | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | NYS | Differential to NYS | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | NYS | Differential to NYS |
| All Students | 2014-2015 | 34% | 11% | +23 | 31% | 3 | 38% | 15% | +23 | 40% | -2 |
| | 2015-2016 | 41% | 19% | +22 | 38% | +3 | 35% | 16% | +19 | 39% | -4 |
| | 2016-2017 | 37% | 22% | +15 | 40% | -3 | 20% | 18% | +2 | 40% | -20 |
| | 2017-2018 | 43% | 28% | +15 | 45% | -2 | 33% | 23% | +10 | 45% | -12 |
| | 2018-2019 | 44% | 31% | +13 | 45% | -1 | 32% | 26% | +6 | 47% | -15 |
| SWD | 2014-2015 | 14% | 4% | +10 | 7% | +7 | 14% | 7% | +7 | 14% | 0 |
| | 2015-2016 | 15% | 6% | +9 | 10% | +5 | 18% | 8% | +10 | 13% | +5 |
| | 2016-2017 | 14% | 7% | +7 | 11% | +3 | 11% | 8% | +3 | 14% | -3 |
| | 2017-2018 | 35% | 11% | +24 | 16% | +19 | 22% | 11% | +11 | 17% | +5 |
| | 2018-2019 | 24% | 11% | +13 | 15% | +9 | 14% | 12% | +2 | 17% | -3 |
| ELL | 2014-2015 | 16% | 6% | +10 | 11% | +5 | 21% | 11% | +10 | 21% | 0 |
| | 2015-2016 | 19% | 8% | +11 | 13% | +6 | 32% | 10% | +22 | 20% | +12 |
| | 2016-2017 | 17% | 10% | +7 | 12% | +5 | 6% | 12% | -6 | 19% | -13 |
| | 2017-2018 | 25% | 16% | +9 | 25% | 0 | 23% | 18% | +5 | 29% | -6 |
| | 2018-2019 | 36% | 20% | +16 | 25% | +11 | 29% | 21% | +8 | 31% | -2 |
| ED | 2014-2015 | 32% | 11% | +21 | 20% | +12 | 37% | 15% | +22 | 29% | +8 |
| | 2015-2016 | 35% | 19% | +16 | 27% | +8 | 30% | 16% | +14 | 28% | +2 |
| | 2016-2017 | 36% | 22% | +14 | 29% | +7 | 19% | 18% | +1 | 29% | -10 |
| | 2017-2018 | 41% | 28% | +13 | 35% | +6 | 31% | 23% | +8 | 34% | -3 |
| | 2018-2019 | 44% | 30% | +14 | 36% | +8 | 31% | 26% | +5 | 36% | -5 |

Key Performance Area: Organizational Soundness

Financial Condition

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

The New York City Department of Education (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. 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.²

Financial Management

NYCDOE reviewed BGLIG's 2018-2019 and 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in either year.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

The school is far from meeting its targets for SWDs and is coming close to but not yet meeting targets for economically disadvantaged (ED) students or ELLs (see Table 4 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students.³ The school has added a preference for ELL students and will add a preference for SWDs. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Recruiting at CSD 7 daycares, taking out advertisements in local and Spanish-language newspapers, launching social media campaigns;
- Sending mailers in both English and Spanish; and
- Having many staff that speak both English and Spanish.

² These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

³ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, including those authorized by the NYCDOE Chancellor, and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 4: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

| | SWD | | | ELL | | | ED | | |
|-----------|--|-----------|--------------------------|--|-----------|--------------------------|--|-----------|--------------------------|
| | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District |
| 2015-2016 | 13% | 27% | -14 | 12% | 23% | -11 | 85% | 95% | -10 |
| 2016-2017 | 12% | 28% | -16 | 12% | 21% | -9 | 87% | 95% | -8 |
| 2017-2018 | 13% | 28% | -15 | 19% | 24% | -5 | 90% | 96% | -6 |
| 2018-2019 | 14% | 28% | -14 | 21% | 24% | -3 | 90% | 95% | -5 |
| 2019-2020 | 12% | 28% | -16 | 22% | 23% | -1 | 92% | 95% | -3 |

Table 5: Aggregate and Subgroup Retention

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|--|-----------|--------------------------|--|-----------|--------------------------|--|-----------|--------------------------|--|-----------|--------------------------|
| | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District | Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | NYC CSD 7 | Differential to District |
| 2015-2016 | 93% | 85% | +8 | 91% | 85% | +6 | 84% | 87% | -3 | 92% | 85% | +7 |
| 2016-2017 | 87% | 84% | +3 | 90% | 83% | +7 | 93% | 86% | +7 | 88% | 84% | 4 |
| 2017-2018 | 89% | 85% | +4 | 90% | 85% | +5 | 84% | 87% | -3 | 89% | 85% | 4 |
| 2018-2019 | 84% | 84% | 0 | 86% | 83% | +3 | 84% | 83% | +1 | 84% | 84% | 0 |
| 2019-2020 | 81% | 84% | -3 | 79% | 84% | -5 | 77% | 83% | -6 | 80% | 84% | -4 |

Table 6: Aggregate Enrollment: Reported vs Contracted (Target = 100%)

| Bronx Global Learning Institute for Girls CS, the Shirley Rodriguez-Remeneski School | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|--|-----------------------|---------------------|----------------------------------|
| 2015-2016 | 450 | 430 | 96% |
| 2016-2017 | 450 | 433 | 96% |
| 2017-2018 | 450 | 443 | 98% |
| 2018-2019 | 450 | 422 | 94% |
| 2019-2020 | 450 | 441 | 98% |

Legal Compliance

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on December 14, 2020. Sixty people attended, and twenty-five spoke. Twenty-five were in favor of the renewal. None were opposed.

Renaissance Charter High School for Innovation

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, the **New York City Department of Education recommends a full-term renewal for a period of five years for Renaissance Charter High School for Innovation. The charter term would begin on July 1, 2021, and expire on June 30, 2026, and the school would be permitted to revise its charter to change the school name to Innovation Charter High School.**

Charter School Summary

| | |
|---|--|
| Name of Charter School | Renaissance Charter High School for Innovation |
| Board Chair | Sonia Karia |
| District of Location | NYC CSD 4 ⁴ |
| Initial Commencement of Instruction | Fall 2010 |
| Charter Term(s) | <ul style="list-style-type: none"> • Initial Term: December 15, 2009 – December 14, 2014 • First Renewal Term: December 15, 2014 – June 30, 2018 • Second Renewal Term: July 1, 2018 - June 30, 2021 |
| Current Term Authorized Grades / Authorized Enrollment | Grades 9-12 / 460 students |
| Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment | Grades 9-12 / 460 students |
| Comprehensive Management Service Provider | None |
| Facilities | 410 E 100 Street, New York, NY 10029 – Public Space |
| Mission Statement | <i>Our vision is to create a learning environment that addresses the needs of our students through creative and engaging instruction with career readiness tracks designed for their future success. We actively seek to provide opportunities for our students to apply what they learn in the classroom thus giving our students, and their families, access to transformative experiences that will prepare them for life after graduation.</i> |
| Key Design Elements | <ul style="list-style-type: none"> • College & Career Readiness (CCR) Experiential Programming • Integrated Co-Teaching (ICT) Program • At-Risk Intervention through Data Informed Decisions • Literacy Through Reading and Writing Across All Curriculum • Ongoing Enrollment • Shared Leadership Through Staff Development • Equitable Student Culture and Discipline |
| Recommended Material Revisions | Change the school name to Innovation Charter High School |

Renaissance Charter High School for Innovation (Innovation) is approaching or meeting most standards set forth in the New York City Department of Education Charter School Accountability Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

⁴ 27 percent of all students residing in this district attend charter schools.

Innovative and Noteworthy Programs:

Innovation is the first charter school in NYC, and the second in NYS, with a NYS-approved career and technical education certified program. The program includes a four-year course sequence in culinary arts, a financial literacy component, and a fourth year internship program. Over one-third of the students enrolled in the program are Students with Disabilities (SWDs). The program provides additional pathways to graduation for all enrolled students.

Innovation is the only charter school participating in NYCDOE’s Software Engineering Pilot (SEP). Courses include computer programming, electronics, web design and programming, robotics, mobile computing, digital fabrication, 3-D printing and animation. The four-year program concludes in an Advanced Placement (AP) Computer Science Principles course. In compliance with the requirements of the SEP, Innovation’s software engineering and computer technology career and technical training programs are aligned with citywide and industry standards.

Renewal Condition(s):

By June 30 of each year of the next charter term, the school must demonstrate growth in post-secondary enrollment rates and ultimately meet or exceed the rate of comparable students by the end of the charter term.

Table 1: Current Grade Levels and Authorized Enrollment

| | Year 1 2018 to 2019 | Year 2 2019 to 2020 | Year 3 2020 to 2021 |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | Grades 9 - 12 | Grades 9 – 12 | Grades 9 - 12 |
| Total Authorized Enrollment | 460 | 460 | 460 |

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

| | Year 1 2021 to 2022 | Year 2 2022 to 2023 | Year 3 2023 to 2024 | Year 4 2024 to 2025 | Year 5 2025 to 2026 |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | Grades 9 - 12 | Grades 9 – 12 | Grades 9 – 12 | Grades 9 – 12 | Grades 9 - 12 |
| Total Proposed Enrollment | 460 | 460 | 460 | 460 | 460 |

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – High School Outcomes

The school has demonstrated mixed but positively trending academic performance in regard to cohort Regents exam outcomes in the high school grades, meeting or exceeding the State average in some subjects, and showing strong growth for each successive cohort, as well as annual pass rates. According to the 2018-2019 school year ESEA accountability designations, Innovation is *Targeted Support and Improvement*. The school's recently released high school graduation outcomes show marked growth in the five year cohort graduation rate for all students but SWDs and English language learners (ELLs) in particular.

Academic Program for High School: The school offers courses that lead to Regents exams in Common Core Algebra and Algebra II, Geometry, US History, ELA, Earth Science, Living Environment, and Global History. In addition, the school offers AP courses and exams for Software Engineering and Language & Composition. The school also offers a CTE-certified Culinary Arts program.

The school has implemented The Writing Revolution across all subject matters and grade levels. This is a research-based strategy for literacy and college-level writing instruction. In 2019, Innovation's ELA pass rate was 86 percent, compared to 56 percent in 2017 and 63 percent in 2018. In addition, 79 percent of SWDs, 76 percent of ELLs, and 86 percent of Economically Disadvantaged (ED) students demonstrated proficiency in writing ability.

Academic Program for SWDs and ELLs: The school provides Integrated Co-Teaching (ICT) and 15:1 sections in each grade, in addition to counseling. The school also employs ESOL teachers to work with ELL students.

Table 3: High School Cohort Graduation Rates

| | | All Students | | | | SWD | | | | ELL | | | | ED | | | |
|-------------|--------|----------------------|--------------------------------|-----|---------------------|----------------------|--------------------------------|-----|---------------------|----------------------|--------------------------------|------|---------------------|----------------------|--------------------------------|-----|---------------------|
| | | Charter Total Cohort | Renaissance CHS for Innovation | NYS | Differential to NYS | Charter Total Cohort | Renaissance CHS for Innovation | NYS | Differential to NYS | Charter Total Cohort | Renaissance CHS for Innovation | NYS | Differential to NYS | Charter Total Cohort | Renaissance CHS for Innovation | NYS | Differential to NYS |
| 2011 Cohort | 4 Year | 109 | 53% | 80% | -27 | 25 | 28% | 54% | -26 | . | . | . | . | 94 | 54% | 73% | -19 |
| | 5 Year | 109 | 72% | 84% | -12 | 25 | 68% | 60% | +8 | . | . | . | . | 90 | 76% | 79% | -3 |
| | 6 Year | 107 | 78% | 85% | -7 | 25 | 72% | 62% | +10 | . | . | . | . | 85 | 86% | 81% | +5 |
| 2012 Cohort | 4 Year | 100 | 58% | 82% | -24 | 27 | 52% | 57% | -5 | 12 | 0.33 | 0.49 | -16 | 81 | 59% | 75% | -16 |
| | 5 Year | 98 | 66% | 85% | -19 | 26 | 58% | 62% | -4 | 12 | 33% | 56% | -23 | 72 | 72% | 80% | -8 |
| | 6 Year | 97 | 70% | 86% | -16 | 28 | 61% | 64% | -3 | 11 | 36% | 58% | -22 | 72 | 75% | 82% | -7 |
| 2013 Cohort | 4 Year | 97 | 55% | 82% | -27 | 46 | 46% | 58% | -12 | 9 | 22% | 42% | -20 | 79 | 56% | 76% | -20 |
| | 5 Year | 94 | 69% | 85% | -16 | 45 | 56% | 64% | -8 | 9 | 33% | 50% | -17 | 78 | 69% | 80% | -11 |
| | 6 Year | 94 | 73% | 86% | -13 | 46 | 59% | 66% | -7 | 9 | 44% | 53% | -9 | 76 | 75% | 82% | -7 |
| 2014 Cohort | 4 Year | 112 | 62% | 83% | -21 | 38 | 61% | 60% | +1 | 24 | 63% | 54% | +9 | 94 | 61% | 76% | -15 |
| | 5 Year | 110 | 68% | 86% | -18 | 37 | 65% | 66% | -1 | 25 | 76% | 62% | +14 | 92 | 67% | 81% | -14 |
| | 6 Year | 111 | 71% | 87% | -16 | 38 | 63% | 68% | -5 | 25 | 76% | 66% | +10 | 92 | 72% | 83% | -11 |
| 2015 Cohort | 4 Year | 123 | 78% | 83% | -5 | 36 | 75% | 62% | +13 | 20 | 85% | 58% | +27 | 103 | 76% | 77% | -1 |
| | 5 Year | 125 | 83% | 87% | -4 | 37 | 78% | 67% | +11 | 21 | 86% | 68% | +18 | 106 | 81% | 82% | -1 |
| 2016 Cohort | 4 Year | 120 | 75% | 85% | -10 | 40 | 63% | 63% | 0 | 20 | 65% | 63% | +2 | 106 | 74% | 80% | -6 |

Key Performance Area: Organizational Soundness

Financial Condition

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

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. 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.⁵

Financial Management

NYCDOE reviewed Innovation’s 2018-2019 and 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in either year.

⁵ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting its targets for all of the special population subgroups – ED, SWDs, and ELLs, (see Table 4 below).

In addition, Innovation’s enrollment of over-aged, under-credited students is significant and has grown during the last two charter terms. Currently, 22 percent of Innovation’s students are over-aged and under-credited. This represents a substantial increase from the roughly 9.5 percent of students who were over-aged and under-credited during the school’s first and second charter terms.

The school is making good faith efforts to recruit, serve, and retain at-risk students⁶. The school does not currently offer an enrollment preference for any at-risk group. However, efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Presenting at local middle schools, community-based organizations, housing developments, Community Board meetings and Tenants’ Associations;
- Working closely with middle school parent coordinators; and
- Attending community youth fairs.

Table 4: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

| | SWD | | | ELL | | | ED | | |
|-----------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|
| | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District |
| 2015-2016 | 38% | 17% | +21 | 14% | 11% | +3 | 83% | 84% | -1 |
| 2016-2017 | 39% | 17% | +22 | 15% | 11% | +4 | 80% | 85% | -5 |
| 2017-2018 | 35% | 18% | +17 | 18% | 14% | +4 | 84% | 86% | -2 |
| 2018-2019 | 34% | 18% | +16 | 17% | 14% | +3 | 86% | 82% | +4 |
| 2019-2020 | 35% | 18% | +17 | 15% | 12% | +3 | 88% | 82% | +6 |

⁶ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, including those authorized by the NYCDOE Chancellor, and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 5: Aggregate and Subgroup Retention

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|
| | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District | Renaissance CHS for Innovation | NYC CSD 4 | Differential to District |
| 2015-2016 | 81% | 91% | -10 | 84% | 83% | +1 | 93% | 87% | +6 | 86% | 92% | -6 |
| 2016-2017 | 81% | 89% | -8 | 77% | 78% | -1 | 91% | 86% | +5 | 83% | 90% | -7 |
| 2017-2018 | 79% | 92% | -13 | 75% | 86% | -11 | 92% | 89% | +3 | 77% | 92% | -15 |
| 2018-2019 | 85% | 88% | -3 | 83% | 81% | +2 | 95% | 85% | +10 | 86% | 89% | -3 |
| 2019-2020 | 80% | 89% | -9 | 74% | 82% | -8 | 83% | 87% | -4 | 81% | 90% | -9 |

Table 6: Aggregate Enrollment: Reported vs Contracted (Target = 100%)

| Renaissance CHS for Innovation | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|--------------------------------|-----------------------|---------------------|----------------------------------|
| 2015-2016 | 500 | 456 | 91% |
| 2016-2017 | 500 | 462 | 92% |
| 2017-2018 | 500 | 447 | 89% |
| 2018-2019 | 460 | 449 | 98% |
| 2019-2020 | 460 | 400 | 87% |

Legal Compliance

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on December 7, 2020. Seventy-seven people attended, and thirty-two spoke. Thirty-two were in favor of the renewal and revision. None were opposed.

St. HOPE Leadership Academy Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner’s Regulation 119.7, the **New York City Department of Education recommends a full-term renewal for a period of five years for St. HOPE Leadership Academy Charter School. The charter term would begin on July 1, 2021, and expire on June 30, 2026.**

Charter School Summary

| | |
|---|--|
| Name of Charter School | St. HOPE Leadership Academy Charter School |
| Board Chair | Ankur Dalal |
| District of Location | NYC CSD 5 ⁷ |
| Initial Commencement of Instruction | Fall 2008 |
| Charter Term(s) | <ul style="list-style-type: none"> • Initial Term: January 15, 2008 – January 14, 2013 • First Renewal Term: January 15, 2013 – June 30, 2013 • Second Renewal Term: July 1, 2013 - June 30, 2018 • Third Renewal Term: July 1, 2018 - June 30, 2021 |
| Current Term Authorized Grades / Authorized Enrollment | Grades 6-8 / 300 students |
| Proposed Renewal Term Authorized Grades / Proposed Authorized Enrollment | Grades 6-8 / 300 students |
| Comprehensive Management Service Provider | None |
| Facilities | 222 W 134 Street, New York, NY 10030 – Public Space |
| Mission Statement | <i>At St. HOPE Leadership Academy, we are committed to educating self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others, and passionate about lifelong learning. As such, we regularly reflect on our behavior, attitudes, work habits, and performance to track our progress and keep them aligned with our mission.</i> |
| Key Design Elements | <ul style="list-style-type: none"> • Character Education and Restorative Justice • High School Readiness and College Preparation • Resource-Rich 6th Grade • Rigorous Standards-Based Grading • Developing the Whole Child • Differentiated Professional Development • Student Centered Learning |
| Recommended Material Revisions | None |

St. HOPE Leadership Academy Charter School (SHLA) is approaching or meeting most standards set forth in the New York City Department of Education Charter School Accountability Framework. The school is implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

⁷ 36 percent of all students residing in this district attend charter schools.

Innovative and Noteworthy Programs: St. HOPE provides intensive interventions for students who are performing below grade level, a defined character development program, extensive leadership development and community service opportunities, and an extended school day and school year.

Table 1: Current Grade Levels and Authorized Enrollment

| | Year 1 2018 to 2019 | Year 2 2019 to 2020 | Year 3 2020 to 2021 |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | Grades 6 - 8 | Grades 6 – 8 | Grades 6 - 8 |
| Total Authorized Enrollment | 300 | 300 | 300 |

Table 2: Proposed Renewal Term Grade Levels and Proposed Enrollment

| | Year 1 2021 to 2022 | Year 2 2022 to 2023 | Year 3 2023 to 2024 | Year 4 2024 to 2025 | Year 5 2025 to 2026 |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Grade Configuration | Grades 6 - 8 | Grades 6 – 8 | Grades 6 – 8 | Grades 6 – 8 | Grades 6 - 8 |
| Total Proposed Enrollment | 300 | 300 | 300 | 300 | 300 |

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

See Figure 1 regarding assessment proficiency regarding 3-8 math and ELA. See Table 3 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average. **According to the 2018-2019 school year ESEA accountability designations, SHLA is *In Good Standing*.**

Academic Program for Elementary School/Middle School: SHLA offers curricula and coursework aligned to New York Common Core standards in ELA, math, social studies and science. For math, the school provides one block of instruction on grade level and one block of small group targeted teaching for all students. For ELA, all students receive one block of instruction on grade level and between two and five blocks of targeted individualized instruction through Achieve 3000. In addition, the school offers Visual Arts and Physical Education.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs): The school offers Integrated Co-Teaching (ICT) in all grades. The school provides Special Education Teacher Support Services (SETSS) for SWDs, as well as counseling. The school employs one ESL teacher to work with ELL students.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to NYC CSD 5

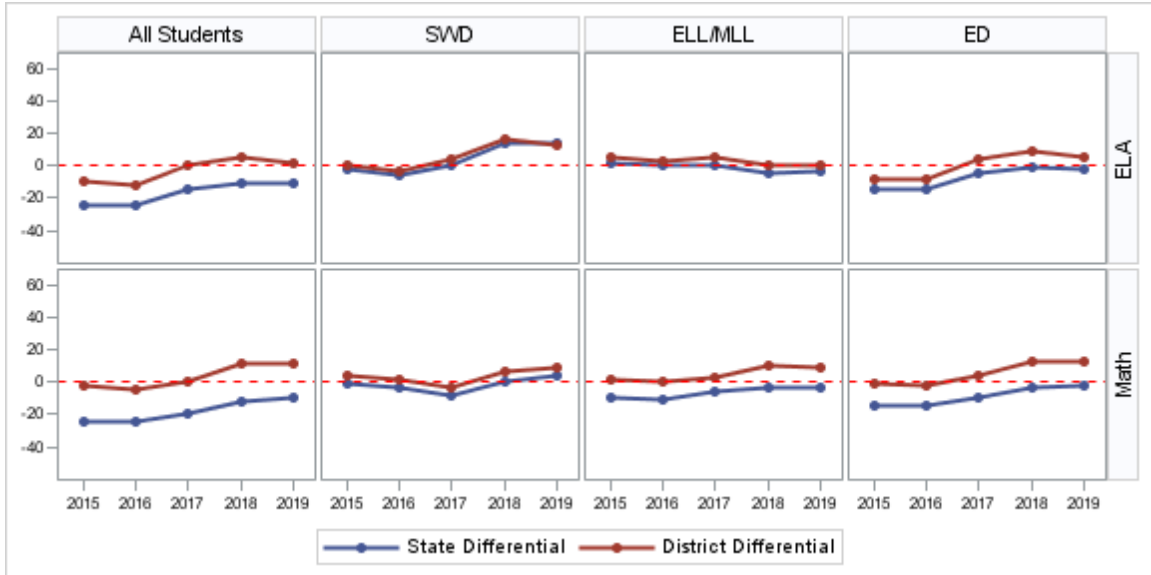


Table 3: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District & NYS

| | | ELA | | | | | Math | | | | |
|--------------|-----------|--------------------------------|-----------|--------------------------|-----|---------------------|--------------------------------|-----------|--------------------------|-----|---------------------|
| | | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | NYS | Differential to NYS | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | NYS | Differential to NYS |
| All Students | 2014-2015 | 7% | 17% | -10 | 31% | -24 | 11% | 13% | -2 | 36% | -25 |
| | 2015-2016 | 12% | 24% | -12 | 37% | -25 | 9% | 14% | -5 | 34% | -25 |
| | 2016-2017 | 25% | 25% | 0 | 40% | -15 | 14% | 13% | +1 | 34% | -20 |
| | 2017-2018 | 35% | 30% | +5 | 46% | -11 | 28% | 17% | +11 | 40% | -12 |
| | 2018-2019 | 34% | 32% | +2 | 45% | -11 | 33% | 22% | +11 | 42% | -9 |
| SWD | 2014-2015 | 4% | 4% | 0 | 6% | -2 | 8% | 4% | +4 | 9% | -1 |
| | 2015-2016 | 2% | 5% | -3 | 8% | -6 | 5% | 3% | +2 | 8% | -3 |
| | 2016-2017 | 11% | 7% | +4 | 10% | +1 | 1% | 4% | -3 | 9% | -8 |
| | 2017-2018 | 28% | 11% | +17 | 14% | +14 | 12% | 6% | +6 | 12% | 0 |
| | 2018-2019 | 27% | 14% | +13 | 13% | +14 | 17% | 8% | +9 | 13% | +4 |
| ELL | 2014-2015 | 9% | 4% | +5 | 7% | +2 | 6% | 4% | +2 | 16% | -10 |
| | 2015-2016 | 8% | 5% | +3 | 8% | 0 | 3% | 3% | 0 | 14% | -11 |
| | 2016-2017 | 9% | 4% | +5 | 8% | +1 | 6% | 3% | +3 | 12% | -6 |
| | 2017-2018 | 16% | 16% | 0 | 20% | -4 | 18% | 8% | +10 | 21% | -3 |
| | 2018-2019 | 16% | 15% | +1 | 19% | -3 | 20% | 11% | +9 | 23% | -3 |
| ED | 2014-2015 | 6% | 14% | -8 | 21% | -15 | 10% | 11% | -1 | 25% | -15 |
| | 2015-2016 | 12% | 20% | -8 | 27% | -15 | 9% | 11% | -2 | 24% | -15 |
| | 2016-2017 | 25% | 21% | +4 | 30% | -5 | 14% | 10% | +4 | 24% | -10 |
| | 2017-2018 | 35% | 26% | +9 | 36% | -1 | 27% | 14% | +13 | 30% | -3 |
| | 2018-2019 | 33% | 28% | +5 | 35% | -2 | 31% | 18% | +13 | 33% | -2 |

Key Performance Area: Organizational Soundness

Financial Condition

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

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. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.⁸

Financial Management

NYCDOE reviewed SHLA's 2018-2019 and 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses in either year.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment, and Retention

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting its targets for ELLs and ED students; the school is close to but not yet meeting its target for SWDs (see Table 4 below).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁹. The school does not currently offer an enrollment preference for any at-risk group. However, efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Conducting outreach in high needs neighborhoods, including housing projects;
- Conducting outreach to schools, churches and community-based organizations that serve families with a primary language other than English; and
- Targeting outreach to feeder schools that serve high populations of special needs students.

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

⁹ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL-eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, including those authorized by the NYCDOE Chancellor, and have done so (Education Law §2852(9-a)(b)(i)). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011 are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter, pursuant to Section Education Law §2855(1)(e).

Table 4: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

| | SWD | | | ELL | | | ED | | |
|-----------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|
| | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District |
| 2015-2016 | 24% | 27% | -3 | 14% | 14% | 0 | 92% | 82% | +10 |
| 2016-2017 | 28% | 27% | +1 | 12% | 12% | 0 | 89% | 82% | +7 |
| 2017-2018 | 24% | 29% | -5 | 14% | 15% | -1 | 96% | 85% | +11 |
| 2018-2019 | 25% | 30% | -5 | 15% | 14% | +1 | 96% | 84% | +12 |
| 2019-2020 | 27% | 32% | -5 | 12% | 13% | -1 | 97% | 85% | +12 |

Table 5: Aggregate and Subgroup Retention

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|--------------------------------|-----------|--------------------------|
| | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District | St. HOPE Leadership Academy CS | NYC CSD 5 | Differential to District |
| 2015-2016 | 87% | 83% | +4 | 93% | 83% | +10 | 97% | 83% | +14 | 88% | 82% | +6 |
| 2016-2017 | 61% | 69% | -8 | 61% | 63% | -2 | 66% | 62% | +4 | 60% | 68% | -8 |
| 2017-2018 | 56% | 70% | -14 | 52% | 68% | -16 | 62% | 63% | -1 | 58% | 69% | -11 |
| 2018-2019 | 86% | 87% | -1 | 83% | 86% | -3 | 91% | 90% | +1 | 86% | 87% | -1 |
| 2019-2020 | 81% | 86% | -5 | 83% | 85% | -2 | 90% | 83% | +7 | 81% | 86% | -5 |

Table 6: Aggregate Enrollment: Reported vs Contracted (Target = 100%)

| St. HOPE Leadership Academy CS | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|--------------------------------|-----------------------|---------------------|----------------------------------|
| 2015-2016 | 300 | 300 | 100% |
| 2016-2017 | 300 | 304 | 101% |
| 2017-2018 | 300 | 303 | 101% |
| 2018-2019 | 300 | 300 | 100% |
| 2019-2020 | 300 | 295 | 98% |

Legal Compliance

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

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on November 19, 2020. Ninety-two people attended, and forty-five spoke. Forty-five were in favor of the renewal. None were opposed.