





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

**TO:** P-12 Education Committee

**FROM:** Cosimo Tangorra, Jr. 

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

**DATE:** May 11, 2015

**AUTHORIZATION(S):** 

## SUMMARY

### Issue for Decision

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

- Bronx Community Charter School
- Democracy Prep Charter School
- Hyde Leadership Charter School
- South Bronx Classical Charter School

### Reason(s) for Consideration

Required by New York State Law.

### Proposed Handling

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

## Procedural History

The Chancellor of the NYCDOE approved the renewal of the charter schools set forth below and submitted recommendations to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, the New York Charter Schools Act.

## Background Information

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

- Bronx Community Charter School (Approved grade expansion to serve grades six through eight and increase the authorized maximum enrollment to 675 students during the next charter term)  
[http://schools.nyc.gov/NR/rdonlyres/5FBDDAE9-CB91-4D8C-B228-7B42BCCE062F/0/BronxCommunityRenewaReport\\_FINAL\\_SEND.pdf](http://schools.nyc.gov/NR/rdonlyres/5FBDDAE9-CB91-4D8C-B228-7B42BCCE062F/0/BronxCommunityRenewaReport_FINAL_SEND.pdf)
- Democracy Prep Charter School  
[http://schools.nyc.gov/NR/rdonlyres/31AAA5F7-8798-42CC-A87D-1E83BF913BD3/0/DemPrepRenewalReport\\_vFinal.pdf](http://schools.nyc.gov/NR/rdonlyres/31AAA5F7-8798-42CC-A87D-1E83BF913BD3/0/DemPrepRenewalReport_vFinal.pdf)
- Hyde Leadership Charter School  
[http://schools.nyc.gov/NR/rdonlyres/576B15CC-C729-49FC-8695-6D4215A9673C/0/HydeLeadershipRenewalReport\\_Final.pdf](http://schools.nyc.gov/NR/rdonlyres/576B15CC-C729-49FC-8695-6D4215A9673C/0/HydeLeadershipRenewalReport_Final.pdf)
- South Bronx Classical Charter School (Approved increase in authorized enrollment to 410 contingent on backfilling through grade 2)  
[http://schools.nyc.gov/NR/rdonlyres/DF101E44-A08A-4DF8-96BB-E87B31612D08/0/South\\_Bronx\\_Classical\\_Renewal\\_Report\\_vFINAL\\_POST.pdf](http://schools.nyc.gov/NR/rdonlyres/DF101E44-A08A-4DF8-96BB-E87B31612D08/0/South_Bronx_Classical_Renewal_Report_vFINAL_POST.pdf)

## Recommendation

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 and issues the renewal charter of Bronx Community Charter School as proposed by the Chancellor of the New York City Department of Education, and extends its provisional charter for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that, **Democracy Prep 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 and issues the renewal charter of Democracy Prep Charter School as proposed by the Chancellor of the New York City Department of Education, and extends its provisional charter for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that, **Hyde 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 and issues the renewal charter of Hyde Leadership Charter School as proposed by the Chancellor of the New York City Department of Education, and extends its provisional charter for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that, **South Bronx Classical 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 and issues the renewal charter of South Bronx Classical Charter School as proposed by the Chancellor of the New York City Department of Education, and extends its provisional charter for a term up through and including June 30, 2019.

### **Timetable for Implementation**

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

Attachments

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

Bronx Community Charter School	
Board Chair(s)	Ariel Behr
School Leader(s)	Sasha Wilson and Martha Andrews (co-directors)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 10
Physical Address(es)	3170 Webster Avenue, Bronx
Facility Owner(s)	Private
School Opened For Instruction	2008-2009
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-5
Current Authorized Enrollment	375
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	450
Proposed Sections per Grade for New Charter Term	Grades K-5: 3 sections per grade

## Overview of School-Specific Data

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

Academic Goal Analysis		
	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	16	16
# Met	6	6
# Partially Met	0	0
# Not Met	8	8
# Not Applicable *	2	2
% Met	38%	38%
% Partially Met	0%	0%
% Not Met	50%	50%
% Not Applicable *	13%	13%
% Met of All Applicable Goals	43%	43%

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

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

% Proficient in English Language Arts	
	2013-2014
<b>Bronx Community Charter School</b>	30.9%
CSD 10	18.1%
Difference from CSD 10 *	12.8
NYC	29.8%
Difference from NYC *	1.1
New York State **	30.6%
Difference from New York State	0.3

% Proficient in Mathematics	
	2013-2014
<b>Bronx Community Charter School</b>	<b>38.5%</b>
CSD 10	26.4%
Difference from CSD 10 *	12.1
NYC	39.1%
Difference from NYC *	-0.6
New York State **	36.2%
Difference from New York State	2.3

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

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

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

Median Adjusted Growth Percentile - English Language Arts	
	2013-2014
<b>Bronx Community Charter School - All Students</b>	<b>62.0%</b>
Peer Percent of Range - All Students	50.3%
City Percent of Range- All Students	44.7%
<b>Bronx Community Charter School - School's Lowest Third</b>	<b>61.0%</b>
Peer Percent of Range - School's Lowest Third	12.9%
City Percent of Range - School's Lowest Third	11.7%

Median Adjusted Growth Percentile - Mathematics	
	2013-2014
<b>Bronx Community Charter School - All Students</b>	<b>59.0%</b>
Peer Percent of Range - All Students	45.1%
City Percent of Range- All Students	44.0%
<b>Bronx Community Charter School - School's Lowest Third</b>	<b>69.0%</b>
Peer Percent of Range - School's Lowest Third	45.4%
City Percent of Range - School's Lowest Third	43.4%

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

### Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts	
	<b>2013-2014</b>
Students with Disabilities *	45.5%
English Language Learner Students	33.3%
Students in the Lowest Third Citywide	24.0%
Percent in the 75th Growth Percentile - Mathematics	
	<b>2013-2014</b>
Students with Disabilities *	18.2%
English Language Learner Students	22.2%
Students in the Lowest Third Citywide	38.1%

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

## II. Renewal Recommendation and Rationale

As part of the school's 2012-2013 charter renewal, the following conditions were placed on the school as requirements for future renewal:

- **Academic Conditions: 1 of 1 applicable condition met**

### Achievement of Renewal Conditions

Academic Conditions		2013-2014
1.	The school must score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the NYC DOE Progress Report.	N/A
2.	The school must equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade-to-grade comparisons (i.e. third grade to third grade) during the new charter term.	<b>Met</b>
3.	If the above goals are met during the term, the school can apply to move forward with middle school expansion.	N/A

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

As part of the renewal application, Bronx Community Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to expand grades served to include grades six through eight and increase the authorized maximum enrollment to 675 students during the next charter term, the NYC DOE does not approve this material revision for implementation prior to the 2015-2016 school year. The NYC DOE does approve the school continuing its phase-in of its previously approved enrollment expansion to serve three sections per grade (up to a maximum of 450 students) in kindergarten through grade five. However, the NYC DOE requests that the school resubmit its application to expand to serve middle school grades after receiving academic data for the 2014-2015 school year. If the school demonstrates a continued trend of improved academic performance, including demonstrating academic growth for all students and surpassing Community School District 10 and similar schools' performance metrics, the NYC DOE will consider the application for a material revision to expand to serve middle school grades for implementation during the charter term.

### A. Academic Performance

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

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

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

#### **§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and



(f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

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

### **Mission and Vision**

Bronx Community Charter School is a small learning community founded on the principle that children learn best when they are active participants in their own learning. The school strives to be a place where “students raise questions about the world around them, engage with a wide range of materials, and learn through their interactions with each other and all of the adults in the school community. Children learn to use their minds well, cultivating strong intellectual habits and skills to become self-directed learners with clear passions and ambitions. Teachers know children deeply and develop powerful curriculum to meet the needs and interests of their students. All members of our school community are committed to making thoughtful choices, advancing democratic values, and effecting change in the broader community.” The school provides a progressive education, with an education delivery model based on authentic, project-based, hands-on instruction. The instructional model is predicated on two teachers in each classroom which allows for a variety of instructional delivery methods and student groupings.

### **School Specific Academic Performance**

The school entered its seventh year of operation with the 2014-2015 academic year. The school was last renewed in April 2013; as a result, the New York City Department of Education (NYC DOE) has one year of New York State (NYS) assessment data and one year of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Bronx Community Charter School over the retrospective charter term.

Bronx Community Charter School's aggregate English Language Arts (ELA) and math proficiency rates exceeded those of Community School District (CSD) 10 for the one-year charter term under review. However, while the school's aggregate ELA proficiency rate also exceeded the citywide proficiency rate, the school's math proficiency fell slightly below that of the comparable New York City (NYC) proficiency rate. Additionally, in 2013-2014, both the ELA and math proficiency rates on the NYS assessments for Bronx Community Charter School were above the NYS averages.

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

In 2013-2014, 38.5% of Bronx Community Charter School's students were proficient in math on the NYS assessments. This level of proficiency represents an increase of 16.7 percentage points over the prior year. For 2013-2014, Bronx Community Charter School's math proficiency was greater than 56% of all elementary schools citywide. In addition, when compared to elementary schools with student populations most like its own (i.e. peer schools) Bronx Community Charter School outperformed 58% of its peer schools. The school also outperformed 77% of CSD 10 elementary schools. In 2013-2014, 30.9% of Bronx Community Charter School's students demonstrated proficiency on NYS assessments in ELA. This level of proficiency represents an increase of 9.8 percentage points over the prior year and with this level of proficiency, Bronx Community Charter School outperformed 61% of all elementary schools citywide. Additionally, in 2013-2014, Bronx Community Charter School outperformed 78% of its peer schools and 81% of other elementary schools in CSD 10 on the NYS assessments in ELA.

Over the one year that data is available for the retrospective charter term, Bronx Community Charter School has met 43% of its applicable academic charter goals.<sup>1,2</sup> Bronx Community Charter School met six of 14 applicable academic performance goals in its most recent year. Beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

In 2013-2014, Bronx Community Charter School's ELA median adjusted growth percentile on the NYS assessments was 62.0% with a City Percent of Range of 44.7%, placing the school in the 37<sup>th</sup> percentile of all elementary schools citywide.<sup>3</sup> Similarly, the school's peer and CSD percentiles were 48% and 32%, respectively. This means that over half of other elementary schools in Bronx Community Charter School's peer group and CSD 10 had ELA median adjusted growth percentiles greater than Bronx Community Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Bronx Community Charter School's math median adjusted growth percentile on the NYS assessments was 59.0% with a City Percent of Range of 44.0%, placing the school in the 39<sup>th</sup> percentile of all elementary schools citywide. Similarly, the school's peer and CSD percentiles were 50% and 48%, respectively. This means that at least half of other elementary schools in Bronx Community Charter School's peer group and CSD 10 had math median adjusted growth percentiles greater than Bronx Community Charter School's math median adjusted growth percentile in 2013-2014.

Bronx Community Charter School has a developed responsive education program and supportive learning environment with intentional instructional, curricular, and educational program shifts to meet the needs of all learners, especially those at-risk of academic failure. The school has made a considerable investment in time, staff and resources during the current charter term to expand its educational program and increase supports for students and staff: the school hired six new staff members to build out its intervention program and staff; the school altered its curricular design to ensure better alignment to the Common Core Learning Standards; the school increased the use of CCLS-aligned interim assessments; and the school hired a full-time Data Manager to increase the use of student data in targeted assessment and instruction and to better support teachers in driving student achievement.

### **Closing the Achievement Gap**

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

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

<sup>2</sup> Beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>3</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 44.7% indicates that the school's median adjusted growth percentile was below the citywide average but less than one standard deviation below the average (that 44.7% of the range around the average represented scores lower than that of Bronx Community Charter School), while a citywide percentile of 37% indicates that Bronx Community Charter School's ELA median adjusted growth percentile was higher than 37% of all elementary schools citywide.

in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 38.1% of Bronx Community Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 31<sup>st</sup> percentile of all elementary schools citywide. In the same year, however, only 24.0% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth places Bronx Community Charter School in the bottom 1% of all elementary schools citywide.

On the 2013-2014 NYS assessments, 18.2% of Bronx Community Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 5<sup>th</sup> percentile of all elementary schools citywide. However, 45.5% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth places Bronx Community Charter School in the 35<sup>th</sup> percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 22.2% of Bronx Community Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 14<sup>th</sup> percentile of all elementary schools citywide. In the same year, however, 33.3% of the school's ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level of growth places Bronx Community Charter School in the 31<sup>st</sup> percentile of all elementary schools citywide.

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

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

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

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design. The level of Board membership is consistent with the minimum of seven and maximum of 17 members established in the Board's bylaws. The Board currently has eight voting members, two of whom joined the Board during the current charter term. The Board Chair, Ariel Behr, has served on the Board since January 2009 and the Secretary, Cynthia Rogers, is a member of the founding Board, serving since January 2008.

There is limited evidence of accountability between the Board and the school leadership team as indicated by the Board meeting minutes reviewed by the NYC DOE. The NYC DOE reviewed 10 sets of minutes for calendar year 2014; these were brief and only three sets of minutes included indications of performance reporting by the school leadership team to the Board. However, Board meeting minutes from January 2014 did indicate that a data dashboard was being developed to provide routine school performance updates to the Board.

The Board's bylaws require the following committees: Executive, Finance, and Educational Accountability. The Board's roster indicates that Board members only serve on the Finance Committee; however, based on Board meeting minutes reviewed, there is no evidence that the Finance Committee or any other committee is active. The Board's bylaws indicate that the Board will hold a minimum of 10 meetings per year as well as one Annual Meeting in June. For the 2013-2014 academic year, the Board held 10 meetings, including the Annual Meeting. For the 2014-2015 academic year, 10 regular Board meetings are scheduled. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

Over the course of the school's charter term, the school has developed a stable school culture. The school is led by its co-founders, Sasha Wilson and Martha Andrews, who have been with the school leadership team since the opening of the school in 2008. The Board Chair, Ariel Behr, has served on the Board since January 2009. Two new Board members joined the Board during the current charter term. For the most recent period, instructional staff turnover was 18% with seven of 38 instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year.

Average daily attendance for students during the retrospective charter term was 95.1%<sup>4</sup>; the school met its attendance goal of having an annual average student attendance rate of at least 95% in 2013-2014. During the 2013-2014 school year, the school had generally positive results on the NYC School Survey, with parent and teacher satisfaction above citywide averages.

Overall, the school is in a strong position to meet near-term financial obligations. The school has approximately 84 days of operating expenses on hand totaling \$1,300,732 of unrestricted cash to meet near term obligations.

Overall, the school is financially sustainable based on its current practices. Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.23 indicated that the school had more total assets than it had total liabilities. Furthermore, based on the financial audits from FY13 through FY14, the school had negative cash flow from FY13 to FY14.

There was no material weakness noted in the three independent financial audits.

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

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

The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law, either separately or as part of its Annual Report.

The Board's bylaws indicate that the Board will hold a minimum of 10 meetings per year as well as one Annual Meeting in June. For the 2013-2014 academic year, the Board held 10 meetings, including the Annual Meeting, as evidenced by the Board Yearly Meeting Schedule and posted

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<sup>4</sup> Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school year 2013-2014. Please note that the school self-reported a different attendance rate than that recorded in ATS for the 2013-2014 school year, though it was not significantly different. The school self-reported an attendance rate of 95.0%.

meeting minutes. Meetings held are those which met quorum. For the 2014-2015 academic year, 10 regular Board meetings are scheduled. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.<sup>5</sup>

All staff members have appropriate fingerprint clearance.

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

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, adhering to charter law's requirement of accepting applications up until at least April 1. Over the course of the charter term, the school consistently adhered to this requirement.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization with 96.8% of students fully immunized.

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

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

As reported by school leadership and the school's Board, the following was noted:

- As part of its renewal application, the school submitted a material revision to expand to serve students in middle school, grades six through eight. The school proposes to begin offering sixth grade in the fall of 2015.
  - The school is requesting this revision to accommodate demand from the community, align with the original vision of the school (which was to serve students in grades kindergarten through eight), and to supplement the number of high quality middle school seats in CSD 10.
  - The school and board have conducted thorough research into the structure and approach for the middle school years. The school submitted thoughtful plans for staffing, curriculum, socio-emotional and developmental support, scheduling, reporting structures, academic programing, assessment, professional development, student support services, and high school and college preparation.

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<sup>5</sup> Source: New York State Education Department Annual Report and follow-up

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

South Bronx Classical Charter School	
Board Chair(s)	Stephen Baldwin
School Leader(s)	Lester Long (Executive Director)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 12
Physical Address(es)	977 Fox Street, Bronx
Facility Owner(s)	DOE
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-8
Current Authorized Enrollment	360 (for 2014-2015 school year only, 364)
Proposed New Charter Term	4 years [July 1, 2015 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	410
Proposed Sections per Grade for New Charter Term	Grades K-5: 3 sections per grade; Grades 6-8: 2 sections per grade

## Overview of School-Specific Data

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

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	6	6	6	6	24
# Met	4	6	4	5	19
# Partially Met	0	0	0	0	0
# Not Met	2	0	0	1	3
# Not Applicable *	0	0	2	0	2
% Met	67%	100%	67%	83%	79%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	33%	0%	0%	17%	13%
% Not Applicable *	0%	0%	33%	0%	8%
% Met of All Applicable Goals	67%	100%	100%	83%	86%

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

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

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School</b>	69.2%	90.4%	54.8%	56.9%
CSD 12	32.0%	32.1%	11.9%	10.9%
Difference from CSD 12 *	37.2	58.3	42.9	46.0
NYC	49.4%	51.2%	28.0%	28.7%
Difference from NYC *	19.8	39.2	26.8	28.2
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	16.4	35.3	23.7	26.3

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School</b>	91.7%	98.4%	64.7%	84.4%
CSD 12	42.0%	42.6%	12.1%	15.1%
Difference from CSD 12 *	49.7	55.8	52.6	69.3
NYC	60.0%	62.6%	32.7%	37.8%
Difference from NYC *	31.7	35.8	32.0	46.6
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	28.4	33.6	33.6	48.2

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

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

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

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School – All Students</b>	<b>77.0%</b>	<b>81.0%</b>	<b>61.5%</b>	<b>60.0%</b>
Peer Percent of Range - All Students	81.6%	100.0%	59.2%	45.9%
City Percent of Range- All Students	75.6%	100.0%	42.3%	38.5%
<b>South Bronx Classical Charter School – School's Lowest Third</b>	<b>77.0%</b>	<b>92.0%</b>	<b>71.0%</b>	<b>64.5%</b>
Peer Percent of Range - School's Lowest Third	63.6%	100.0%	56.7%	33.1%
City Percent of Range - School's Lowest Third	58.9%	100.0%	37.6%	21.9%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School – All Students</b>	<b>87.0%</b>	<b>78.0%</b>	<b>61.0%</b>	<b>75.5%</b>
Peer Percent of Range - All Students	95.5%	96.7%	54.9%	74.0%
City Percent of Range- All Students	93.6%	87.4%	45.8%	80.8%
<b>South Bronx Classical Charter School – School's Lowest Third</b>	<b>85.5%</b>	<b>89.5%</b>	<b>82.5%</b>	<b>82.0%</b>
Peer Percent of Range - School's Lowest Third	91.4%	100.0%	76.6%	75.5%
City Percent of Range - School's Lowest Third	89.8%	100.0%	71.9%	76.5%

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



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

**Closing the Achievement Gap**

<b>Percent in the 75th Growth Percentile - English Language Arts</b>				
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	-	-	22.2%	16.7%
English Language Learner Students	-	33.3%	14.3%	11.1%
Students in the Lowest Third Citywide	66.7%	100.0%	-	-
<b>Percent in the 75th Growth Percentile - Mathematics</b>				
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	-	-	44.4%	50.0%
English Language Learner Students	-	50.0%	42.9%	66.7%
Students in the Lowest Third Citywide	-	-	-	-

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

## II. Renewal Recommendation and Rationale

As part of the school's 2010-2011 charter renewal, the following conditions were placed on the school as a condition of the full-term renewal.

- **Academic Conditions: 3 of 3 applicable conditions met**

### Achievement of Renewal Conditions

Academic Conditions	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Met	Met	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Met	N/A	N/A	N/A
3. The school must demonstrate attainment of charter goals each year.	Met	Met	Met	Met

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 4 year short term renewal.

As part of the renewal application, South Bronx Classical Charter School submitted one material revision request. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 410 students during the next charter term, the NYC DOE approves this material revision contingent on the school backfilling through second grade in each year of the charter term. Otherwise, maximum authorized enrollment will remain at 360 students.

### A. Academic Performance

At the time of this school's renewal, South Bronx Classical Charter School has demonstrated academic success.

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

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

#### **§ 2850 (2)**

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

Data available for South Bronx Classical Charter School indicates that the school has made progress towards meeting some of these objectives.

### **Mission and Vision**

South Bronx Classical Charter School's mission is to prepare kindergarten through eighth grade scholars in the South Bronx to excel in college preparatory high schools. The school executes against this mission by providing a classical curriculum and highly structured setting, whereby students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

### **School Specific Academic Performance**

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed during the 2010-2011 school year in January 2011; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at South Bronx Classical Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for South Bronx Classical Charter School students have without exception significantly exceeded those of Community School District (CSD) 12, New York City, and New York State during the current charter term. The school's aggregate ELA and math proficiency rates have consistently been more than 35 percentage points higher than the aggregate CSD 12 proficiency rates for the same grade span and more than 15 percentage points higher than the citywide aggregate proficiency rates for the same grade span.

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

In 2012-2013, 64.7% of South Bronx Classical Charter School's students were proficient in math on the NYS assessments. South Bronx Classical Charter School's math proficiency was higher than 91% of all elementary schools citywide and 100% of elementary schools in CSD 12. When compared to elementary schools with student populations most like its own (i.e. peer schools) South Bronx Classical Charter School outperformed 80% of similar schools. In 2012-2013, 54.8% of South Bronx Classical Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, South Bronx Classical Charter School outperformed 92% of all elementary schools citywide, 100% of CSD 12 elementary schools, and 85% of its peer schools.

The following year, in 2013-2014, the percent of students at South Bronx Classical Charter School who were proficient in math on the NYS assessments rose almost 20 percentage points to 84.4%. South Bronx Classical Charter School's math proficiency was higher than 98% of all elementary schools citywide and 100% of CSD 12 elementary schools. When compared to its peer schools, South Bronx Classical Charter School outperformed 85% of similar schools. In 2013-2014, the percent of students at South Bronx Classical Charter School who demonstrated proficiency on the NYS assessments in ELA also rose, to 56.9%. With this level of proficiency, South Bronx Classical Charter School outperformed 90% of all elementary schools citywide and 100% of CSD 12 elementary schools. Additionally, South Bronx Classical Charter School again outperformed 85% of its peer schools.<sup>1</sup>

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<sup>1</sup> Please note that while South Bronx Classical Charter School began serving sixth grade students in 2013-2014, the school was classified as an elementary school for the 2013-2014 School Quality Reports.

In 2013-2014, South Bronx Classical Charter School's ELA median adjusted growth percentile on NYS assessments was 60.0% with a City Percent of Range of 38.5%, which placed the school in only the 26<sup>th</sup> percentile of all elementary schools citywide.<sup>2</sup> Similarly, the school's peer and CSD percentiles were 33% and 42%, respectively. This means that more than 60% of all other elementary schools in South Bronx Classical Charter School's peer group and more than 50% of other elementary schools in CSD 12 had an ELA median adjusted growth percentile greater than South Bronx Classical Charter School's median adjusted growth percentile in 2013-2014.

In 2013-2014, South Bronx Classical Charter School's math median adjusted growth percentile on NYS assessments was 75.5% with a City Percent of Range of 80.8%, placing it in the 90<sup>th</sup> percentile of all elementary schools citywide. The school's peer group and CSD percentiles were 78% and 100%, respectively. This means that only 10% of all other elementary schools in New York City and only 22% of other elementary schools in South Bronx Classical Charter School's peer group had math median adjusted growth percentiles greater than South Bronx Classical Charter School's median adjusted growth percentile in 2013-2014. South Bronx Classical Charter School had a higher math median adjusted growth percentile than all other elementary schools in CSD 12 in 2013-2014.

Over the four years that data is available for the retrospective charter term, South Bronx Classical Charter School has met 86% of its applicable academic charter goals.<sup>3,4</sup> South Bronx Classical Charter School met five of six applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in kindergarten through grade two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of consistently high and relatively stable achievement of its stated charter goals over the four years of the charter term under review; in two of the four years in the retrospective charter term the school achieved 100% of its applicable academic goals.

South Bronx Classical Charter School has partially developed a responsive education program and supportive learning environment. Full evaluation of the education program and its support for all learners is challenging due to the very small populations of students with disabilities, English Language Learners (ELLs) and students in the lowest third citywide served by the school. However, the school has reported that for these students, it does offer a comprehensive program of interventions. Further, as evidenced by observation at the school and as reported by the school, the school has a robust and fully-integrated data-driven instructional philosophy with a foundation in on-going interim assessment of student performance. The school provides

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<sup>2</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 38.5% indicates that the school's ELA median adjusted growth percentile was below the average but less than one standard deviation below the average (that only 38.5% of the range around the average represented scores lower than that of South Bronx Classical Charter School), while a citywide percentile of 26% indicates that South Bronx Classical Charter School's ELA median adjusted growth percentile was higher than only 26% of all elementary schools citywide.

<sup>3</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-14 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>4</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math assessments or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in kindergarten through grade two in its analysis of progress towards goals.

educational supports for students from special populations including ELLs and students with disabilities to include: Special Education Teacher Support Services (SETSS), counseling, and speech services. In addition to this, the school has a robust system in place to serve the school's struggling students. The school offers a learning specialist in first through seventh grades; during all core subjects, the learning specialist works with struggling students in a small group of four to five students using a differentiated lesson plan. Classroom teachers remain in the classroom with students, flexibly grouped by ability and regrouped for each new lesson or subject as appropriate. The school's extensive use of data and supports for struggling students, especially in the area of literacy, were noted by NYC DOE reviewers following a school visit in June 2012. Reviewers noted, "Data is present throughout the school. Staff indicated that they use assessment results to identify topics and skills for re-teaching. Data also informed curriculum development and instructional planning." Regarding a focus on literacy for at-risk students, reviewers noted, "Some students receive double and triple doses of guided reading and other literacy instruction. A daily 're-teach' period provides an opportunity for teachers to provide targeted supplemental instruction based on assessed need." These "re-teach" sessions were still in use during the renewal visit in March 2015.

On its 2012-2013 NYC DOE Elementary School Progress Report, South Bronx Classical Charter School received an Overall grade of A as well as an A grade in all sections except School Environment, for which the school received a B grade. This ranked South Bronx Classical Charter School in the 93<sup>rd</sup> percentile of all elementary schools citywide. On its 2011-2012 NYC DOE Elementary School Progress Report, South Bronx Classical Charter School received an A grade in all sections, including as its Overall grade. This ranked South Bronx Classical Charter School in the 100<sup>th</sup> percentile of all elementary schools citywide. As its Overall Grade, the school also earned an A grade in 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>5</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

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

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<sup>5</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

In 2013-2014, South Bronx Classical Charter School did not serve the minimum number<sup>6</sup> of students classified as being in the lowest third citywide on NYS assessments to receive data on the percent of students in the lowest third citywide who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

On the 2013-2014 NYS assessments, 50.0% of South Bronx Classical Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places South Bronx Classical Charter School in the 63<sup>rd</sup> percentile of all elementary schools citywide. In the same year however, only 16.7% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores. The level of growth places South Bronx Classical Charter School in the bottom 1<sup>st</sup> percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 66.7% of South Bronx Classical Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level of growth places South Bronx Classical Charter School in the 94<sup>th</sup> percentile of all elementary schools citywide. However, in the same year, only 11.1% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; this level of growth places South Bronx Classical Charter School in the 3<sup>rd</sup> percentile of all elementary schools citywide.

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

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

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

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of Board membership is consistent with the minimum of seven and maximum of 13 members established in the Board's bylaws. The Board currently has nine active members. The school's founding Board Chair, Steven Baldwin, is still a member of the Board and is also still the Board Chair.

There are clear lines of accountability between the Board and the school leadership team as evidenced by the school's organizational chart and school leadership team's monthly updates on academic, financial, and operational performance to the Board and its committees, as recorded in

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<sup>6</sup> The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Board meeting minutes. Primarily, school performance and operational updates are presented by the school's Executive Director.

The Board's bylaws require only a standing Finance Committee. As recorded in Board meeting minutes, the Finance Committee is active and committees for Real Estate and Development are also active. The Board's bylaws indicate that the Board will hold at least nine regular meetings and one annual meeting. In the years of the retrospective charter term for which minutes were available and reviewed, the Board held the required number of meetings and these meetings met quorum.

Over the course of the school's charter term, the school has partially developed a stable school culture. The school is led by Lester Long, who is the school's founder and Executive Director and oversees all three chartered South Bronx Classical charter schools, only one of which is authorized by the NYC DOE Chancellor. Over the course of the retrospective charter term, the school has not had any changes in the school leadership team; however, the school has experienced high instructional staff turnover. The percentage of instructional staff not returning, either by choice or request, during the current charter term ranged between a low of 17% in the most recent year, 2013-2014, and a high of 44% the prior year, 2012-2013,

Average daily attendance for students during the retrospective charter term was 95.7%; the school met its attendance goal of 95% in each of the last three years of the charter term. During the 2013-2014 school year, the school had positive results on the NYC School Survey as parent, teacher, and student satisfaction levels were generally above citywide averages.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 350 days of operating expenses with cash on hand to meet current liabilities totaling \$4,564,870. The school is financially sustainable based on its current practices.

There was no material weakness noted for the FY14 financial audit.

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

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

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of thirteen members. The Board currently has nine active members.

The school's bylaws indicate that the Board is to hold one annual meeting and nine regular meetings per year. In school years 2012-2013 and 2013-2014, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and Board meeting minutes. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. However, the school has not posted to its website its annual audit for each year of the charter term, as required in charter law. At the time of review, only the audit for the 2013-2014 school year was posted.

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

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

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

All staff members have appropriate fingerprint clearance.

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

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. As identified in the school self-reported student discipline compliance checklist, the school's policy is compliant with federal law but has two areas of non-compliance with authorizer guidance for notice of removal.

**D. Plans for Next Charter Term**

In its next charter term the school plans to continue the phase-in of previously authorized grades such that the school will serve students in kindergarten through grade eight at scale.

The school has submitted a material revision to increase authorized enrollment in kindergarten through grade eight to 410 students in the next charter term.



## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

Democracy Prep Charter School	
Board Chair(s)	Josh Pristaw
School Leader(s)	Tanya Nunez and Ajaka Roth (MS), Natasha Trivers (HS)
Charter Management Organization (if applicable)	Democracy Prep Public Schools
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 5
Physical Address(es)	2230 Fifth Avenue, Manhattan (Grades 6-8)
	222 West 134 Street, Manhattan (Grades 9-12)
Facility Owner(s)	DOE
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1,061
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1,061
Proposed Sections per Grade for New Charter Term	Grades K-12: 3-4 sections per grade

## Overview of School-Specific Data

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

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	23	23	23	23	92
# Met	7	12	11	11	41
# Partially Met	0	0	4	2	6
# Not Met	2	5	3	6	16
# Not Applicable *	14	6	5	4	29
% Met	30%	52%	48%	48%	45%
% Partially Met	0%	0%	17%	9%	7%
% Not Met	9%	22%	13%	26%	17%
% Not Applicable *	61%	26%	22%	17%	32%
% Met of All Applicable Goals	78%	71%	61%	58%	65%

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

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

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	30.9%	38.5%	18.4%	25.1%
CSD 5	27.1%	28.2%	14.6%	16.4%
Difference from CSD 5 *	3.8	10.3	3.8	8.7
NYC	38.3%	42.5%	24.8%	27.0%
Difference from NYC *	-7.4	-4.0	-6.4	-1.9
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-21.9	-16.6	-12.7	-5.5

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	81.5%	81.7%	26.0%	48.9%
CSD 5	40.3%	38.8%	12.7%	13.0%
Difference from CSD 5 *	41.2	42.9	13.3	35.9
NYC	54.7%	57.3%	26.5%	28.9%
Difference from NYC *	26.8	24.4	-0.5	20.0
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	18.2	16.9	-5.1	12.7

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

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

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

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School – All Students</b>	<b>59.0%</b>	<b>59.0%</b>	<b>69.0%</b>	<b>69.0%</b>
Peer Percent of Range - All Students	22.1%	46.9%	66.7%	77.5%
City Percent of Range- All Students	15.7%	40.2%	64.9%	70.0%
<b>Democracy Prep Charter School – School's Lowest Third</b>	<b>72.0%</b>	<b>75.0%</b>	<b>81.0%</b>	<b>80.0%</b>
Peer Percent of Range - School's Lowest Third	36.0%	73.2%	53.0%	64.5%
City Percent of Range - School's Lowest Third	29.3%	59.2%	55.3%	61.8%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School – All Students</b>	<b>75.0%</b>	<b>71.0%</b>	<b>74.0%</b>	<b>84.0%</b>
Peer Percent of Range - All Students	78.3%	81.8%	72.6%	100.0%
City Percent of Range- All Students	74.1%	78.0%	81.0%	100.0%
<b>Democracy Prep Charter School – School's Lowest Third</b>	<b>80.5%</b>	<b>84.0%</b>	<b>81.0%</b>	<b>91.0%</b>
Peer Percent of Range - School's Lowest Third	82.7%	100.0%	62.1%	100.0%
City Percent of Range - School's Lowest Third	79.9%	97.4%	69.9%	100.0%

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

## Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	44.1%	51.4%	72.9%	49.0%
English Language Learner Students	45.8%	23.1%	46.7%	50.0%
Students in the Lowest Third Citywide	43.8%	50.6%	59.8%	53.9%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	58.8%	56.8%	66.7%	73.5%
English Language Learner Students	65.4%	36.7%	46.7%	82.8%
Students in the Lowest Third Citywide	62.3%	73.0%	75.4%	78.3%

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

## HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013 <sup>1</sup>	2013-2014
<b>Democracy Prep Charter School</b>	-	-	66.1%	72.7%
NYC *	-	-	66.0%	68.4%
Difference from NYC	-	-	0.1	4.3
College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	-	-	94.6%	89.1%
Peer Percent of Range	-	-	100.0%	89.5%
City Percent of Range	-	-	100.0%	100.0%

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

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

<sup>1</sup> School year 2012-2013 was the first year in which Democracy Prep Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

### Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
<b>Democracy Prep Charter School</b>	1.13	1.59	2.34	1.17	2.15
Peer Percent of Range	62.5%	89.4%	100.0%	80.3%	100.0%
City Percent of Range	73.9%	96.8%	100.0%	86.3%	100.0%
2013					
	English	Math	Science	Global History	U.S History
<b>Democracy Prep Charter School</b>	1.49	1.64	2.44	1.21	1.11
Peer Percent of Range	100.0%	100.0%	100.0%	85.4%	64.5%
City Percent of Range	100.0%	100.0%	100.0%	89.0%	69.0%
2012					
	English	Math	Science	Global History	U.S History
<b>Democracy Prep Charter School</b>	1.29	1.85	2.15	1.64	1.32
Peer Percent of Range	46.2%	78.0%	100.0%	62.9%	52.5%
City Percent of Range	54.5%	82.4%	94.2%	66.1%	59.1%
2011					
	English	Math	Science	Global History	U.S History
<b>Democracy Prep Charter School</b>	-	1.79	1.98	1.43	-
Peer Percent of Range	-	74.1%	100.0%	47.3%	-
City Percent of Range	-	80.2%	89.9%	59.5%	-

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eight grade test results.

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

## Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	80.7%	89.1%	73.9%	80.2%
Peer Percent of Range	26.1%	54.4%	28.3%	23.6%
City Percent of Range	64.6%	78.2%	42.4%	55.6%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	87.7%	89.2%	76.9%	86.7%
Peer Percent of Range	55.1%	60.0%	40.9%	57.8%
City Percent of Range	79.0%	80.1%	55.6%	75.0%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Democracy Prep Charter School</b>	-	89.6%	72.7%	78.6%
Peer Percent of Range	-	71.4%	33.8%	39.1%
City Percent of Range	-	82.2%	50.0%	62.1%

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

## Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	187.5%	200.0%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	250.0%	-
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	80.0%	-

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

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

\*\*\* The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

## II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal with an operational/compliance condition.

The operational/compliance condition is as follows:

1. As part of its oversight of Democracy Prep Charter School in its next term, the NYC DOE will require the school to submit a corrective action plan to address the high rate of uncertified teachers employed by the school. This plan should include how the school will make significant progress in reducing the number of uncertified teachers by the start of the 2015-2016 school year, and how the school will be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools, by the end of the next charter term. A draft of the corrective action plan should be submitted to the NYC DOE no later than June 30, 2015.

### A. Academic Performance

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

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

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

#### **§ 2850 (2)**

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

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

#### **Mission and Vision**

Democracy Prep Charter School's mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

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

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed in January 2011; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Democracy Prep Charter School.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for Democracy Prep Charter School students have consistently exceeded those of Community School District (CSD) 5 during the current charter term. While the school's aggregate ELA

proficiency rates fell below the comparable citywide proficiency rates in every year of the retrospective charter term, the school's math proficiency rates consistently met or exceeded those of New York City.<sup>2</sup>

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

In 2012-2013, 26.0% of Democracy Prep Charter School's students were proficient in math on NYS assessments. This level of math proficiency was higher than 69% of all middle schools citywide. When compared to middle schools with student populations most like its own (i.e. peer schools), Democracy Prep Charter School outperformed 92% of similar schools. In addition, when compared to CSD 5, the school's math proficiency was higher than that of 79% of middle schools. In 2012-2013, 18.4% of Democracy Prep Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of ELA proficiency, the school outperformed 62% of all middle schools citywide, 92% of its peer schools, and 86% of CSD 5 middle schools.

The following year, in 2013-2014, the percent of students at Democracy Prep Charter School who were proficient in math on NYS assessments rose significantly to 48.9%. For 2013-2014, Democracy Prep Charter School's math proficiency was higher than 82% of all middle schools citywide. Similarly, the school outperformed 95% of its peer schools and 87% of CSD 5 middle schools. In 2013-2014, the percent of students at Democracy Prep Charter School who demonstrated proficiency on NYS assessments in ELA also rose, to 25.1%. With this level of proficiency, Democracy Prep Charter School outperformed 71% of all middle schools citywide, 100% of its peer schools, and 93% of middle schools in CSD 5.

In 2013-2014, Democracy Prep Charter School's ELA median adjusted growth percentile on the NYS assessments was 69.0% with a City Percent of Range of 70.0%, placing the school in the 79<sup>th</sup> percentile of all middle schools citywide.<sup>3</sup> The school's peer and CSD percentiles were 88% and 80%, respectively. This means that fewer than 15% of other middle schools in Democracy Prep Charter School's peer group and only 20% of other middle schools in CSD 5 and the City had an ELA median adjusted growth percentile greater than Democracy Prep Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Democracy Prep Charter School's math median adjusted growth percentile was 84.0% with a City Percent of Range of 100.0%, placing it in the 100<sup>th</sup> percentile of all middle schools citywide.<sup>4</sup> Similarly, the school's peer group and CSD percentiles were also both 100%. This means that all other middle schools in Democracy Prep Charter School's peer group, CSD 5, and the City had math median adjusted growth percentiles lower than Democracy Prep Charter School's math median adjusted growth percentile in 2013-2014.

For the 2013-2014 school year, Democracy Prep Charter School's four-year graduation rate was 72.7%. This rate was higher than the citywide average by only 4.3 percentage points and placed

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<sup>2</sup> The only year in which Democracy Prep Charter School did not exceed the citywide math proficiency rate on NYS assessments for the comparable grade span was 2012-2013, when the school's aggregate math proficiency rate was 0.5 percentage points below the New York City proficiency rate for the same grade levels.

<sup>3</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 70.0% indicates that the school's ELA median adjusted growth percentile was above the citywide average but less than one standard deviation above the average (that 70.0% of the range around the average represented scores lower than that of Democracy Prep Charter School), while a citywide percentile of 79% indicates that Democracy Prep Charter School's ELA median adjusted growth percentile was higher than 79% of all middle schools citywide.

<sup>4</sup> A City Percent of Range of 100.0% indicates that the school's math median adjusted growth percentile was two standard deviations above the citywide average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A citywide percentile of 100% indicates that Democracy Prep Charter School's math median adjusted growth percentile was higher than 100% of all middle schools citywide.



the school in the 51<sup>st</sup> percentile of all high schools citywide. However, when compared to high schools with student populations most like its own (i.e. peer schools) Democracy Prep Charter School outperformed only 3% of similar schools.

The school's credit accumulation rates<sup>5</sup> have generally been higher than the average credit accumulation rates of all high schools citywide over the charter term, though the school's credit accumulation rates have also been generally lower than those of its peer schools. The City Percent of Range for first-, second-, and third-year students has been above 50% in most years,<sup>6</sup> meaning that the school has outperformed the citywide average along each metric.<sup>7</sup> Conversely, the Peer Percent of Range was above 50% for first-, second-, and third-year students in only one year, meaning that the school generally did not outperform its peer group average in credit accumulation.

In the most recent school year, 2013-2014, 80.2% of first-year high school students at Democracy Prep Charter School earned 10 or more credits, placing the school in the bottom 3% of its peer group schools and in only the 41<sup>st</sup> percentile of all high schools citywide.<sup>8</sup> Conversely, 86.7% of second-year high school students at Democracy Prep Charter School earned 10 or more credits, placing the school in the 46<sup>th</sup> percentile of its peer group schools and in the 71<sup>st</sup> percentile of all high schools citywide. Finally, 78.6% of third-year high school students at Democracy Prep Charter School earned 10 or more credits; placing the school in only the 23<sup>rd</sup> percentile of its peer group schools but in the 59<sup>th</sup> percentile of all high schools citywide.

Weighted Regents pass rates in English, Math, Science, Global History, and U.S. History were above both the citywide averages and the averages for the school's peer group in most years during the retrospective charter term,<sup>9</sup> though the school's weighted Regents pass rates declined between 2012-2013 and 2013-2014 in four of the five subjects (the exception being U.S. History). In general, the school compares favorably against its peer group schools and all high schools citywide when analyzing weighted Regents pass rates over the course of the current charter term, though peer and citywide comparisons show that the school has historically performed less favorably in History and English. For Democracy Prep Charter School students who took Regents exams in 2013-2014, more than 90% of these students passed Regents exams in five subjects: Integrated Algebra (95.0%), Comprehensive English (93.9%), U.S. History (98.8%), Living Environment (98.3%) and Language Other than English (100%).

Over the four years that data is available for the retrospective charter term, Democracy Prep Charter School has met 65% of its academic charter goals. Democracy Prep Charter School met 11 of 19 applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of elevated but declining achievement of its stated charter goals over the four years of the charter term under review; in the most recent year, the school achieved its lowest percentage of academic goals (58%) during the retrospective charter term.

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<sup>5</sup> Credit accumulation is self-reported by charter schools to the NYC DOE.

<sup>6</sup> The only exception to this occurred in 2012-2013, when the school's percentage of first year students earning ten or more credits fell below 50.0% of the City Percent of Range.

<sup>7</sup> A comparison range consists of all possible results within two standard deviations of the average. A Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for the comparison group.

<sup>8</sup> A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 41%, for example, indicates that the school's first-year credit accumulation rate was above 41% of high schools citywide.

<sup>9</sup> The exceptions to this occurred in 2011-2012, when the school's weighted English Regents pass rate fell below its peer group average, and in 2010-2011, when the school's weighted Global History Regents pass rate fell below its peer group average.

On its 2012-2013 NYC DOE Middle School Progress Report, Democracy Prep Charter School received an Overall grade of A as well as an A grade in all sections except Student Performance, for which the school received a B grade. This ranked Democracy Prep Charter School in the 81<sup>st</sup> percentile of all middle schools citywide. On its 2011-2012 NYC DOE Middle School Progress Report, Democracy Prep Charter School received an A grade in all sections, including as its Overall grade. This ranked Democracy Prep Academy Charter School in the 89<sup>th</sup> percentile of all middle schools citywide. As its Overall grade, the school also earned an A in 2010-2011.

On its 2012-2013 NYC DOE High School Progress Report, Democracy Prep Charter School received an Overall grade of A, as well as A grades for School Environment and College and Career Readiness, a B grade for Student Progress, and a C grade for Student Performance. This ranked Democracy Prep Charter School in the 70<sup>th</sup> percentile of all high schools citywide. School year 2012-2013 was the first year that Democracy Prep Charter School had a twelfth grade graduating class; as such, it was the first year that the school received an Overall grade on its high school Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>10</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

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

On the 2013-2014 NYS assessments, 78.3% of Democracy Prep Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places Democracy Prep Charter School in the 97<sup>th</sup> percentile of all middle schools citywide. Conversely, only 53.9% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth places Democracy Prep Charter School in the 63<sup>rd</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 73.5% of Democracy Prep Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores.

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<sup>10</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

This level of growth places Democracy Prep Charter School in the 98<sup>th</sup> percentile of all middle schools citywide. In the same year however, only 49.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth places Democracy Prep Charter School in only the 32<sup>nd</sup> percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 82.8% of Democracy Prep Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places Democracy Prep Charter School in the 100<sup>th</sup> percentile of middle schools citywide. In the same year, only 50.0% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; however, this level of growth still places Democracy Prep Charter School in the 81<sup>st</sup> percentile of all middle schools citywide.

In 2013-2014, Democracy Prep Charter School did not serve the minimum number<sup>11</sup> of students in its graduating class designated as being in the lowest third citywide to receive data on the four-year weighted diploma rate or the College and Career Preparatory Course Index (CCPCI) for students in the lowest third citywide.

Students with disabilities at Democracy Prep Charter School had a four-year weighted diploma rate of 200.0% in 2013-2014. However, the school did not serve the minimum percentage of students designated as students with disabilities to receive Peer or City Percent of Range data for the weighted diploma rate in this year.<sup>12</sup>

In 2013-2014, Democracy Prep Charter School did not serve the minimum number<sup>13</sup> of English Language Learner students in its graduating class to receive data on the four-year weighted diploma rate for English Language Learner students.

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

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

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

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<sup>11</sup> The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

<sup>12</sup> For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive Peer and City Percent of Range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City Percent of Range. Students with disabilities made up 9.1% of the Democracy Prep Charter School student population in 2013-2014, which corresponded to a City Percent of Range of 23.7%.

<sup>13</sup> The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

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

The Board currently has 11 active members, which is consistent with the minimum of five members and maximum of 15 members established in the Board's bylaws. The bylaws require four positions: Chair, Vice Chair, Treasurer and Clerk. Only the Board Chair and Treasurer positions are currently filled; the Vice Chair and Clerk are currently vacant positions. Financial disclosure forms are only available for two of the 11 current board members.

The school's bylaws indicate that the Board is to hold 10 meetings a year, including an annual meeting in June. In all years of the charter term, the Board did not hold the required number of monthly meetings, as evidenced by school self-reported data and meeting minutes reviewed by the Office of School Design and Charter Partnerships (OSDCP). Required meetings are those which met quorum; the school's Board has consistently achieved quorum during the charter term as evidenced by the 31 meeting minutes reviewed.

The Board's bylaws reference the following standing committees: Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee, and Academic Accountability Committee. Meeting minutes indicate that these committees are regularly active.

There are clear lines of accountability between the Board and school leadership team as evidenced by the school's organizational chart and school leadership's monthly updates on academic, financial, and operational performance to the Board and its committees, as recorded in the Board meeting minutes reviewed.

The founder of Democracy Prep Public Schools, a charter management organization (CMO), Seth Andrew, is no longer a member of the school's Board. Democracy Prep Charter School's Board of Trustees is led by Chair Josh Pristaw, who has served on the Board since 2011.

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

Ajaka Roth, Co-Principal of the middle school, joined the middle school in 2011-2012 as a literacy specialist and transitioned to Co-Principal in 2013-2014. Tanya Nunez has been Co-Principal of the middle school since 2012-2013 and was formerly the middle school Assistant Principal. The high school is led by Principal Natasha Trivers, who has been in this role since 2013-2014 and was formerly the high school Assistant Principal for two years. The high school currently has two Assistant Principals, John Lindquist and Brian Martin, who have each been with the high school since 2011-2012. Democracy Prep Public Schools also has a Chief Executive Officer, Katie Duffy Stanton, who has been with the network since 2007-2008 and was formerly the CMO's Chief Operating Officer and Chief of Staff under the founder, Seth Andrew.

For the most recent period, instructional staff turnover was 17% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year, which is the lowest staff turnover rate in the retrospective charter term. Instructional staff turnover ranged from this low of 17% to a high of 32% in 2011-2012 during the charter term.

The school has had challenges with retaining students. In every year of the retrospective charter term, student mobility was in excess of 20% of students leaving the school in each academic year.

To date, the school has met its charter goal of having an annual average student attendance rate of at least 95% in all four years of the retrospective charter term.

Overall, the school is in a neutral position to meet near-term financial obligations. According to the FY14 financial audit, the school only has \$634,725 of unrestricted cash on hand, or the equivalent of 20 days of operating expenses, to meet obligations; however, the school's current ratio of 1.59 indicated a strong ability to meet its current liabilities.

Overall, the school is financially sustainable based on its current practices. Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years, and in FY14 the school operated at a surplus.

There was no material weakness noted in the four independent financial audits.

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

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

Only two of the 11 current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted, however, do not demonstrate conflicts of interest.<sup>14</sup> The school has not posted to its website its annual audit for each year of the charter term, as required in charter law. Democracy Prep Charter School has only posted its FY14 financial audit to its website.

The school's bylaws indicate that the Board is to hold 10 meetings a year, including an annual meeting in June. In all years of the charter term, the Board did not hold the required number of monthly meetings, as evidenced by posted meeting minutes. Required meetings are those which met quorum. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The Board has not updated its bylaws to comply with this law.

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

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

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

For the 2014-2015 school year, the school had an application deadline of April 2, 2014 and lottery date of April 10, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

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

All staff members do not have appropriate fingerprint clearance. Of the school's 62 teachers, one lacked fingerprint clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of the school's 62 teachers, 35 lack valid certification.

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<sup>14</sup> Source: New York State Education Department Annual Report

**D. Plans for Next Charter Term**

Democracy Prep Charter School was previously approved by the NYC DOE through a material revision to operate an elementary school (kindergarten through grade five), however the school chose to delay the implementation of these authorized grades. The school does not envision any significant alterations to its future plans at this time.

## Regents Addendum

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

### Mobility

Student Mobility out of Democracy Prep Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	100	128	130	141
Percent of Students who Left the School <sup>2</sup>	20.2%	21.1%	20.1%	20.9%

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

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

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL) <sup>4</sup>	<b>Democracy Prep Charter School</b>	<b>87.9%</b>	<b>86.6%</b>	<b>76.7%</b>	<b>79.7%</b>	<b>87.9%</b>
	CSD 5	78.5%	82.6%	81.7%	79.0%	
	NYC	77.7%	79.3%	78.6%	78.4%	
Students with Disabilities (SWD)	<b>Democracy Prep Charter School</b>	<b>11.9%</b>	<b>11.5%</b>	<b>15.0%</b>	<b>18.4%</b>	<b>13.2%</b>
	CSD 5	16.7%	16.6%	16.9%	18.4%	
	NYC	18.2%	17.7%	18.1%	18.7%	

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

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

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

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

<sup>4</sup> The school has used a private vendor for school lunch services throughout the duration of the retrospective charter term. As a result, the percentage of students receiving Free or Reduced Price Lunch in each year was self-reported by the school as part of its Renewal Application dated December 2014. Please note that the NYC DOE's ATS records indicate that 81.8%, 79.4%, 80.1% and 58.9% of students at Democracy Prep Charter School were eligible for Free or Reduced Price Lunch based on HRA eligibility for school years 2010-2011, 2011-2012, 2012-2013, and 2013-2014, respectively.

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
English Language Learners (ELL)	<b>Democracy Prep Charter School</b>	<b>5.5%</b>	<b>4.6%</b>	<b>4.2%</b>	<b>4.6%</b>	<b>9.8%</b>
	CSD 5	9.4%	9.3%	8.6%	8.3%	
	NYC	13.5%	12.9%	12.4%	12.2%	



## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

Hyde Leadership Charter School	
Board Chair(s)	Herbert Fixler
School Leader(s)	Peter Anderson (ES), Lex Zain (MS), Celia Sosa (HS), Elizabeth Springer (Director of Special Education), Mike McNamara (Chief Operating Officer), Thomas K. Sturtevant (Executive Director)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 8
Physical Address(es)	730 Bryant Avenue, Bronx (Grades K-8)
	830 Hunts Point Avenue, Bronx (Grades 9-12)
Facility Owner(s)	DOE (Grades K-8) and Private (Grades 9-12)
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	940
Proposed New Charter Term	3 years [July 1, 2015 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	940
Proposed Sections per Grade for New Charter Term	Grades K-12: 3 sections per grade

## Overview of School-Specific Data

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

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	48
# Met	1	4	3	5	13
# Partially Met	3	3	0	1	7
# Not Met	2	2	5	3	12
# Not Applicable *	6	3	4	3	16
% Met	8%	33%	25%	42%	27%
% Partially Met	25%	25%	0%	8%	17%
% Not Met	17%	17%	42%	25%	25%
% Not Applicable *	50%	25%	33%	25%	33%
% Met of All Applicable Goals	17%	44%	38%	56%	41%

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

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

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	33.7%	39.5%	11.9%	13.7%
CSD 8	31.6%	36.0%	15.8%	17.6%
Difference from CSD 8 *	2.1	3.5	-3.9	-3.9
NYC	42.9%	46.9%	26.4%	28.4%
Difference from NYC *	-9.2	-7.4	-14.5	-14.7
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-19.1	-15.6	-19.2	-16.9

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	49.3%	50.2%	15.6%	29.8%
CSD 8	45.1%	48.4%	17.0%	20.6%
Difference from CSD 8 *	4.2	1.8	-1.4	9.2
NYC	56.2%	60.0%	29.6%	34.2%
Difference from NYC *	-6.9	-9.8	-14.0	-4.4
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	-14.0	-14.6	-15.5	-6.4

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

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

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

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – All Students</b>	<b>69.0%</b>	<b>54.0%</b>	<b>59.0%</b>	<b>57.0%</b>
Peer Percent of Range - All Students	54.8%	25.8%	43.7%	30.2%
City Percent of Range- All Students	49.3%	21.4%	32.3%	25.7%
<b>Hyde Leadership Charter School – School's Lowest Third</b>	<b>72.0%</b>	<b>54.0%</b>	<b>73.0%</b>	<b>70.5%</b>
Peer Percent of Range - School's Lowest Third	37.1%	0.7%	49.6%	35.2%
City Percent of Range - School's Lowest Third	36.1%	0.0%	39.0%	34.7%

Median Adjusted Growth Percentile – Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – All Students</b>	<b>56.0%</b>	<b>49.0%</b>	<b>62.0%</b>	<b>72.0%</b>
Peer Percent of Range - All Students	29.0%	23.8%	51.1%	73.6%
City Percent of Range- All Students	25.1%	23.1%	45.1%	79.6%
<b>Hyde Leadership Charter School – School's Lowest Third</b>	<b>65.0%</b>	<b>57.0%</b>	<b>67.0%</b>	<b>75.5%</b>
Peer Percent of Range - School's Lowest Third	37.1%	28.8%	29.8%	56.8%
City Percent of Range - School's Lowest Third	38.8%	25.7%	23.9%	61.0%

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

## Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	38.7%	38.6%	59.6%	49.0%
English Language Learner Students	61.0%	41.2%	35.8%	28.6%
Students in the Lowest Third Citywide	49.0%	36.7%	46.4%	43.0%
Percent in the 75th Growth Percentile – Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	31.3%	20.0%	53.2%	50.9%
English Language Learner Students	25.6%	23.1%	41.5%	42.9%
Students in the Lowest Third Citywide	37.2%	25.2%	45.8%	54.9%

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

## HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	-	-	92.4%	91.5%
NYC *	-	-	66.0%	68.4%
Difference from NYC	-	-	26.4	23.1
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	-	-	-	-
NYC *	-	-	-	-
Difference from NYC	-	-	-	-
College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	-	-	40.9%	30.5%
Peer Percent of Range	-	-	55.0%	41.7%
City Percent of Range	-	-	53.4%	40.6%

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

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

### Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
<b>Hyde Leadership Charter School</b>	0.91	1.32	1.20	1.02	1.09
Peer Percent of Range	40.3%	71.3%	60.6%	65.6%	60.2%
City Percent of Range	50.0%	75.0%	54.7%	71.6%	68.3%
2013					
	English	Math	Science	Global History	U.S History
<b>Hyde Leadership Charter School</b>	0.67	0.79	0.88	1.05	1.08
Peer Percent of Range	0.0%	27.9%	26.5%	71.6%	61.4%
City Percent of Range	16.3%	31.9%	36.2%	73.0%	66.0%
2012					
	English	Math	Science	Global History	U.S History
<b>Hyde Leadership Charter School</b>	1.28	1.92	1.60	1.86	1.31
Peer Percent of Range	47.6%	86.1%	59.6%	82.5%	54.6%
City Percent of Range	53.6%	86.4%	62.2%	77.6%	58.3%
2011					
	English	Math	Science	Global History	U.S History
<b>Hyde Leadership Charter School</b>	-	1.11	1.37	1.22	-
Peer Percent of Range	-	28.3%	47.4%	39.4%	-
City Percent of Range	-	38.3%	53.6%	48.4%	-

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eighth grade test results.

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

## Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	96.0%	90.4%	88.6%	80.6%
Peer Percent of Range	91.6%	78.4%	68.2%	39.9%
City Percent of Range	92.7%	80.8%	74.8%	56.5%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	97.1%	92.1%	80.8%	80.9%
Peer Percent of Range	100.0%	83.6%	56.6%	51.1%
City Percent of Range	95.1%	85.5%	63.1%	64.0%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School</b>	-	92.5%	89.8%	83.3%
Peer Percent of Range	-	93.9%	83.2%	59.1%
City Percent of Range	-	87.5%	81.7%	70.4%

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

## Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	411.1%	344.4%
English Language Learner Students	-	-	-	166.7%
Students in the Lowest Third Citywide	-	-	346.2%	217.4%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	7.7%	8.7%

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

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

\*\*\* The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

## II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3 year short term renewal with an academic performance condition and operational/compliance condition.

The academic condition is as follows:

1. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentile in English Language Arts, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of the city percent of range for English Language Arts in each year of the charter term.

The operational/compliance condition is as follows:

1. As part of its oversight of Hyde Leadership Charter School in its next term, the NYC DOE will require the school to report twice per school year on the results of its planned corrective actions to address the high rate of uncertified teachers employed by the school. This report should show that the school has made significant progress in reducing the number of uncertified teachers in order to be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools, by the end of the next charter term.

As part of the school's 2010-2011 charter renewal, the following condition was placed on the school consistent with the terms of the renewal application:

- **Academic Condition: 1 condition met in 1 of 3 applicable years**

### Achievement of Renewal Condition

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Not Met	Not Met	N/A

### A. Academic Performance

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

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

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

#### **§ 2850 (2)**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;

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

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

### **Mission and Vision**

Hyde Leadership Charter School's mission is to develop the deeper character and unique potential of each student. The school executes against this mission by using the Hyde Process for family-based character education - the Hyde Leadership Charter School unites parents, teachers and students in helping each student achieve his or her best academically and in sports, the arts, and the community.

### **School Specific Academic Performance**

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed in January 2011; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Hyde Leadership Charter School.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for Hyde Leadership Charter School students have fallen below those of New York City (NYC) during the entirety of the retrospective charter term. While the school's aggregate proficiency rates on the NYS assessments in both ELA and math fell below the comparable citywide proficiency rates in every year, the school's math proficiency rates exceeded those of Community School District (CSD) 8 in three of the past four years and the school's ELA proficiency rates exceeded those of CSD 8 in two of the past four years. The school's proficiency rates on NYS assessments in both math and ELA fell below those of CSD 8 in 2012-2013, the first year of new, more rigorous NYS assessments.<sup>1</sup>

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

In 2012-2013, 15.6% of Hyde Leadership Charter School's students were proficient in math on NYS assessments. This level of math proficiency was higher than only 31% of elementary/middle schools citywide. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), Hyde Leadership Charter School outperformed only 27% of similar schools. In 2012-2013, only 11.9% of Hyde Leadership Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of ELA proficiency, the school outperformed only 20% of elementary/middle schools citywide and only 3% of its peer schools. In 2012-2013, Hyde Leadership Charter School was one of only two schools designated as elementary/middle schools ("K-8 schools") in CSD 8; as such, school-level percentile comparisons to the CSD for Hyde Leadership Charter School are not meaningful for the 2012-2013 school year.

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<sup>1</sup> Hyde Leadership Charter School continued to underperform CSD 8 in ELA the following school year, in 2013-2014; however, the school's math proficiency rate increased to above the CSD 8 rate by 9.2 percentage points in 2013-2014.



The following year, in 2013-2014, the percent of students at Hyde Leadership Charter School who were proficient in math on NYS assessments rose significantly to 29.8%. For 2013-2014, Hyde Leadership Charter School's math proficiency was higher than 48% of elementary/middle schools citywide. Similarly, the school outperformed 53% of its peer schools. In 2013-2014, the percent of students at Hyde Leadership Charter School who demonstrated proficiency on NYS assessments in ELA also rose, but slightly, to 13.7%. With this level of proficiency, Hyde Leadership Charter School outperformed just 24% of elementary/middle schools citywide and 17% of its peer schools. In 2013-2014, Hyde Leadership Charter School remained one of only two schools designated as K-8 schools in CSD 8; as such, school-level percentile comparisons to the CSD for Hyde Leadership Charter School are also not meaningful for the 2013-2014 school year.

In 2013-2014, Hyde Leadership Charter School's ELA median adjusted growth percentile was 57.0% with a City Percent of Range of 25.7%, placing the school in the bottom 12<sup>th</sup> percentile of elementary/middle schools citywide.<sup>2</sup> The school's peer percentile was 23%. This means that more than 75% of other elementary/middle schools in Hyde Leadership Charter School's peer group and citywide had an ELA median adjusted growth percentile greater than Hyde Leadership Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Hyde Leadership Charter School's math median adjusted growth percentile was 72.0% with a City Percent of Range of 79.6%, placing it in the 89<sup>th</sup> percentile of elementary/middle schools citywide. Similarly, the school's peer group percentile was 80%. This means that only 20% of other elementary/middle schools in Hyde Leadership Charter School's peer group and 11% of all elementary/middle schools citywide had math median adjusted growth percentiles greater than Hyde Leadership Charter School's math median adjusted growth percentile in 2013-2014.

For the 2013-2014 school year, Hyde Leadership Charter School's four-year graduation rate was 91.5%. This rate was higher than the citywide average by 23.1 percentage points and placed the school in the 83<sup>rd</sup> percentile of all high schools citywide. Similarly, when compared to high schools with student populations most like its own (i.e. peer schools) Hyde Leadership Charter School outperformed 82% of similar schools.

The school's credit accumulation rates<sup>3</sup> have generally been higher than the average credit accumulation rates of its peer group schools and all high schools citywide over the charter term. The Peer and City Percent of Ranges for first, second and third year students' credit accumulation have been above 50% in nearly all years,<sup>4</sup> meaning that the school has outperformed its peer group average and the citywide average along each metric.<sup>5</sup>

In the most recent school year, 2013-2014, 80.6% of first year high school students at Hyde Leadership Charter School earned 10 or more credits, placing the school in only the 27<sup>th</sup> percentile of its peer group schools and in only the 43<sup>rd</sup> percentile of all high schools citywide.<sup>6</sup> Additionally, 80.9% of second year high school students at Hyde Leadership Charter School

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<sup>2</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 25.7% indicates that the school's ELA median adjusted growth percentile was below the citywide average and approximately one standard deviation below the average (that only 25.7% of the range around the average represented scores lower than that of Hyde Leadership Charter School), while a citywide percentile of 12% indicates that Hyde Leadership Charter School's ELA median adjusted growth percentile was higher than only 12% of all elementary/middle schools citywide.

<sup>3</sup> Credit accumulation is self-reported by charter schools to the NYC DOE.

<sup>4</sup> The only exception to this occurred in 2013-2014, when the school's percentage of first year students earning ten or more credits fell below its peer group average.

<sup>5</sup> A comparison range consists of all possible results within two standard deviations of the average. A Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for the comparison group. A Percent of Range greater than 50.0% indicates that the school's credit accumulation rate was above the average score for the comparison group.

<sup>6</sup> A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 43%, for example, indicates that the school's first year credit accumulation rate was above 43% of all high schools citywide.

earned 10 or more credits, placing the school in the 46<sup>th</sup> percentile of its peer group schools and the 59<sup>th</sup> percentile of all high schools citywide. Finally, 83.3% of third year high school students at Hyde Leadership Charter School earned 10 or more credits; placing the school in the 47<sup>th</sup> percentile of its peer group schools and the 68<sup>th</sup> percentile of all high schools citywide.

Weighted Regents pass rates in English, Math, Science, Global History, and U.S. History have generally been mixed compared to citywide averages and averages for the school's peer group during the retrospective charter term. However, the school's weighted Regents pass rates increased between 2012-2013 and 2013-2014 in four of the five subjects such that in 2013-2014 the school's Weighted Regents pass rates were above its peer group and the citywide averages in four of the five subjects. For Hyde Leadership Charter School students who took Regents exams in 2013-2014, more than 75% of these students passed Regents exams in Integrated Algebra (75.5%), Comprehensive English (79.7%), U.S. History (78.5%), Living Environment (81.7%) and Spanish (98.5%). In general, the school compares unremarkably against its peer group schools and all high schools citywide when analyzing weighted Regents pass rates over the course of the current charter term. Peer and citywide comparisons show that the school has historically performed less favorably in English than in the other four Regents subject areas presented herein.

Over the four years that data is available for the retrospective charter term, Hyde Leadership Charter School has met 41% of its applicable academic charter goals. Hyde Leadership Charter School met five of nine applicable academic performance goals in its most recent year.<sup>7,8</sup> Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated an inconsistent trend of achievement of its stated charter goals over the retrospective charter term, though the school's success rate has increased markedly from the first year of the current charter term to the most recent year.

The school has shown evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that in the first year of the school's current charter term, the school provided a strong culture, conducive to promoting academic success. In a visit to the school in May 2012, reviewers noted that the school was, "furthering student achievement through increasing ICT classes and hiring an Assistant Director of Special Education."<sup>9</sup>

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, Hyde Leadership Charter School received an Overall grade of C as well as C grades in all sections, Student Progress, Student Performance, and School Environment. This ranked Hyde Leadership Charter School in only the 18<sup>th</sup> percentile of all elementary/middle schools citywide but represented an improvement in overall performance on the NYC DOE Progress Report. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, Hyde Leadership Charter School received an

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<sup>7</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>8</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades in its analysis of progress towards goals.

<sup>9</sup> Hyde Leadership Charter School Annual Site Visit Report 2011-2012

Overall grade of D, with an F grade for Student Progress, a B grade for Student Performance, and an A grade for School Environment. This ranked Hyde Leadership Charter School in only the 9<sup>th</sup> percentile of all elementary/middle schools citywide. As its Overall grade, the school earned a B in 2010-2011.

On its 2012-2013 NYC DOE High School Progress Report, Hyde Leadership Charter School received an Overall grade of B, as well as B grades for Student Progress, School Environment, and College and Career Readiness; the school earned an A grade for Student Performance. This ranked Hyde Leadership Charter School in the 66<sup>th</sup> percentile of all high schools citywide. School year 2012-2013 was the first year that Hyde Leadership Charter School had a twelfth grade graduating class; as such, it was the first year that the school received an Overall grade on its high school Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>10</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

#### **Closing the Achievement Gap**

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

On the 2013-2014 NYS assessments, 54.9% of Hyde Leadership Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Hyde Leadership Charter School in the 66<sup>th</sup> percentile of all elementary/middle schools citywide. In the same year, 43.0% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places Hyde Leadership Charter School in only the 14<sup>th</sup> percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 50.9% of Hyde Leadership Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places Hyde Leadership Charter School in the 70<sup>th</sup> percentile of all elementary/middle schools citywide. Similarly, 49.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students

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<sup>10</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

with disabilities citywide with the same starting ELA scores; this level places Hyde Leadership Charter School in only the 35<sup>th</sup> percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 42.9% of Hyde Leadership Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places Hyde Leadership Charter School in the 64<sup>th</sup> percentile of all elementary/middle schools citywide. However, in the same year only 28.6% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; this level places Hyde Leadership Charter School in the bottom 15<sup>th</sup> percentile of all elementary/middle schools citywide.

Students in the lowest third citywide at Hyde Leadership Charter School had a four-year weighted diploma rate of 217.4% in 2013-2014. This rate was associated with a City Percent of Range of 80.0%, i.e. above the citywide average. However, only 8.7% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI). This 8.7% CCPCI rate was associated with a City Percent of Range of 31.3%, i.e. below the citywide average.

Students with disabilities at Hyde Leadership Charter School had a four-year weighted diploma rate of 344.4% in 2013-2014. This rate was associated with a City Percent of Range of 82.0%, i.e. above the citywide average.

English Language Learner students at Hyde Leadership Charter School had a four-year weighted diploma rate of 166.7% in 2013-2014. However, the school did not serve the minimum percentage of students designated as English Language Learner students to receive Peer or City Percent of Range data for the weighted diploma rate.<sup>11</sup>

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

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

- Hyde Leadership Charter School's Board of Trustee bylaws;
- Hyde Leadership Charter School's Board of Trustee meeting minutes;
- Hyde Leadership Charter School's self-reported staffing data;
- Hyde Leadership Charter School's financial disclosure forms;
- Hyde Leadership Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Hyde Leadership Charter School's 2014-2015 staff handbook;
- Hyde Leadership Charter School's 2014-2015 student and family handbook; and
- Hyde Leadership Charter School's FY15 budget and five-year projected budget.

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

Hyde Leadership Charter School's Board of Trustees is led by Chair Herbert Fixler, who has been Board Chair since the school's inception in 2006. The Board currently has 10 active members, with five of the 10 current Board members having been with the Board since its inception. This

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<sup>11</sup> For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive Peer and City Percent of Range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City Percent of Range. English Language Learner students made up 10.2% of the Hyde Leadership Charter School student population in 2013-2014, which corresponded to a City Percent of Range of 18.5%.

level of membership is consistent with the minimum of five and maximum of 15 members established in the Board's bylaws.

The Board's current bylaws require that the Board hold monthly meetings over a period of 12 calendar months per year, consistent with the Charter Schools Act. In the 2010-2011 and 2011-2012 school years, the school's bylaws required that the Board hold 10 meetings per year; the Board held 11 meetings in each of those years, all of which met quorum, according to school-reported data. In the 2012-2013 and 2013-2014 school years, the Board held the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum.

There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and school leadership team's monthly reports to the Board, as recorded in Board meeting minutes. As required by its bylaws, the Board has the following committees: Executive Committee, Nominating Committee, Finance and Audit Committee, and Education Committee. Meeting minutes reflect that these committees are active and functioning.

Over the course of the school's charter term, the school has partially developed a stable school culture. With the exception of the Executive Director, who joined the school in 2014, the core members of the leadership team – the Elementary School Director, the Middle School Director, the High School Director, and the Chief Operating Officer – have been collectively employed by Hyde Leadership Charter School for 19 years in total. Despite stability on the core leadership team, instructional staff turnover has been increasing steadily over the charter term, from a low of 15% in 2010-2011 to a high of 28% in 2013-2014.

The school met its charter attendance goal of having an annual average student attendance rate greater than that of the CSD 8 average attendance rate in all years of the charter term. The school's student mobility rate has been decreasing over the charter term, from a high of 10% in 2010-2011 to 8% in 2013-2014. However, across the charter term, the school has achieved mixed results on the NYC School Survey, with low rates of teacher satisfaction in recent years.

Overall, the school is in a neutral position to meet near-term financial obligations. Based on the FY14 financial audit and follow up, the school has \$959,381 of unrestricted cash on hand, which is the equivalent of 21 days of operating expenses.

Overall, the school is financially sustainable based on its current practices. While the school had negative cash flow in three of the four school years covered by the retrospective charter term, the school generated an aggregate surplus from FY11 to FY14 and had a debt-to-asset ratio of 0.42 according to the FY14 financial audit.

There was no material weakness noted in the four independent financial audits.

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

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

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members.

The school's bylaws were updated for the 2012-2013 school year to align with the Charter Schools Act, which requires that the Board hold monthly meetings over a period of 12 calendar months per year. In the 2012-2013 and 2013-2014 school years, the Board held the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum. In the 2010-2011 and

2011-2012 school years, the school's bylaws required that the Board hold 10 meetings per year; the Board held 11 meetings in each of those years, all of which met quorum, according to school-reported data.

The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Charter law requires a school to post to its website the annual audit for each year of the charter term; except for the 2013-2014 school year, the school has posted to its website its annual audits.

All staff members have appropriate fingerprint clearance.

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

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

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

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

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

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Eighteen of the school's 93 teachers (19%) lack certification.

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

**D. Plans for Next Charter Term**

Hyde Leadership Charter School has requested no material revisions for the next charter term.

## Regents Addendum

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

### Mobility

Student Mobility out of Hyde Leadership Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	73	88	64	71
Percent of Students who Left the School <sup>2</sup>	10.0%	10.0%	7.1%	7.8%

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

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

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL) <sup>4</sup>	<b>Hyde Leadership Charter School</b>	<b>93.6%</b>	<b>84.2%</b>	<b>87.3%</b>	<b>93.6%</b>	<b>90.1%</b>
	CSD 8	87.9%	89.9%	89.9%	90.6%	
	NYC	79.6%	81.7%	80.7%	80.4%	
Students with Disabilities (SWD)	<b>Hyde Leadership Charter School</b>	<b>13.3%</b>	<b>13.7%</b>	<b>13.9%</b>	<b>15.4%</b>	<b>19.2%</b>
	CSD 8	21.1%	20.9%	20.5%	23.1%	
	NYC	17.6%	17.5%	18.0%	19.2%	

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

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

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

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

<sup>4</sup> The school has used a private vendor for high school lunch services (grades nine through twelve) since 2011-2012. As a result, the percentage of students receiving Free or Reduced Price Lunch in school years 2011-2012, 2012-2013 and 2013-2014 was self-reported by the school as part of its Renewal Application dated January 2015. Please note that the NYC DOE's ATS records indicate that 84.2%, 86.8% and 93.5% of students at Hyde Leadership Charter School were eligible for Free or Reduced Price Lunch based on HRA eligibility for school years 2011-2012, 2012-2013 and 2013-2014, respectively.

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
English Language Learners (ELL)	<b>Hyde Leadership Charter School</b>	<b>7.5%</b>	<b>6.1%</b>	<b>6.4%</b>	<b>9.0%</b>	<b>14.5%</b>
	CSD 8	12.9%	12.7%	11.9%	12.0%	
	NYC	15.8%	14.9%	14.4%	14.0%	



## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

South Bronx Classical Charter School	
Board Chair(s)	Stephen Baldwin
School Leader(s)	Lester Long (Executive Director)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 12
Physical Address(es)	977 Fox Street, Bronx
Facility Owner(s)	DOE
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-8
Current Authorized Enrollment	360 (for 2014-2015 school year only, 364)
Proposed New Charter Term	4 years [July 1, 2015 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	410
Proposed Sections per Grade for New Charter Term	Grades K-5: 3 sections per grade; Grades 6-8: 2 sections per grade

## Overview of School-Specific Data

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

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	6	6	6	6	24
# Met	4	6	4	5	19
# Partially Met	0	0	0	0	0
# Not Met	2	0	0	1	3
# Not Applicable *	0	0	2	0	2
% Met	67%	100%	67%	83%	79%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	33%	0%	0%	17%	13%
% Not Applicable *	0%	0%	33%	0%	8%
% Met of All Applicable Goals	67%	100%	100%	83%	86%

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

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

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School</b>	69.2%	90.4%	54.8%	56.9%
CSD 12	32.0%	32.1%	11.9%	10.9%
Difference from CSD 12 *	37.2	58.3	42.9	46.0
NYC	49.4%	51.2%	28.0%	28.7%
Difference from NYC *	19.8	39.2	26.8	28.2
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	16.4	35.3	23.7	26.3

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School</b>	91.7%	98.4%	64.7%	84.4%
CSD 12	42.0%	42.6%	12.1%	15.1%
Difference from CSD 12 *	49.7	55.8	52.6	69.3
NYC	60.0%	62.6%	32.7%	37.8%
Difference from NYC *	31.7	35.8	32.0	46.6
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	28.4	33.6	33.6	48.2

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

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

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

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School – All Students</b>	<b>77.0%</b>	<b>81.0%</b>	<b>61.5%</b>	<b>60.0%</b>
Peer Percent of Range - All Students	81.6%	100.0%	59.2%	45.9%
City Percent of Range- All Students	75.6%	100.0%	42.3%	38.5%
<b>South Bronx Classical Charter School – School's Lowest Third</b>	<b>77.0%</b>	<b>92.0%</b>	<b>71.0%</b>	<b>64.5%</b>
Peer Percent of Range - School's Lowest Third	63.6%	100.0%	56.7%	33.1%
City Percent of Range - School's Lowest Third	58.9%	100.0%	37.6%	21.9%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>South Bronx Classical Charter School – All Students</b>	<b>87.0%</b>	<b>78.0%</b>	<b>61.0%</b>	<b>75.5%</b>
Peer Percent of Range - All Students	95.5%	96.7%	54.9%	74.0%
City Percent of Range- All Students	93.6%	87.4%	45.8%	80.8%
<b>South Bronx Classical Charter School – School's Lowest Third</b>	<b>85.5%</b>	<b>89.5%</b>	<b>82.5%</b>	<b>82.0%</b>
Peer Percent of Range - School's Lowest Third	91.4%	100.0%	76.6%	75.5%
City Percent of Range - School's Lowest Third	89.8%	100.0%	71.9%	76.5%

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

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

**Closing the Achievement Gap**

<b>Percent in the 75th Growth Percentile - English Language Arts</b>				
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	-	-	22.2%	16.7%
English Language Learner Students	-	33.3%	14.3%	11.1%
Students in the Lowest Third Citywide	66.7%	100.0%	-	-
<b>Percent in the 75th Growth Percentile - Mathematics</b>				
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	-	-	44.4%	50.0%
English Language Learner Students	-	50.0%	42.9%	66.7%
Students in the Lowest Third Citywide	-	-	-	-

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

## II. Renewal Recommendation and Rationale

As part of the school's 2010-2011 charter renewal, the following conditions were placed on the school as a condition of the full-term renewal.

- **Academic Conditions: 3 of 3 applicable conditions met**

### Achievement of Renewal Conditions

Academic Conditions	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Met	Met	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Met	N/A	N/A	N/A
3. The school must demonstrate attainment of charter goals each year.	Met	Met	Met	Met

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 4 year short term renewal.

As part of the renewal application, South Bronx Classical Charter School submitted one material revision request. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 410 students during the next charter term, the NYC DOE approves this material revision contingent on the school backfilling through second grade in each year of the charter term. Otherwise, maximum authorized enrollment will remain at 360 students.

### A. Academic Performance

At the time of this school's renewal, South Bronx Classical Charter School has demonstrated academic success.

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

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

#### **§ 2850 (2)**

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

Data available for South Bronx Classical Charter School indicates that the school has made progress towards meeting some of these objectives.

### **Mission and Vision**

South Bronx Classical Charter School's mission is to prepare kindergarten through eighth grade scholars in the South Bronx to excel in college preparatory high schools. The school executes against this mission by providing a classical curriculum and highly structured setting, whereby students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

### **School Specific Academic Performance**

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed during the 2010-2011 school year in January 2011; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at South Bronx Classical Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on NYS assessments for South Bronx Classical Charter School students have without exception significantly exceeded those of Community School District (CSD) 12, New York City, and New York State during the current charter term. The school's aggregate ELA and math proficiency rates have consistently been more than 35 percentage points higher than the aggregate CSD 12 proficiency rates for the same grade span and more than 15 percentage points higher than the citywide aggregate proficiency rates for the same grade span.

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

In 2012-2013, 64.7% of South Bronx Classical Charter School's students were proficient in math on the NYS assessments. South Bronx Classical Charter School's math proficiency was higher than 91% of all elementary schools citywide and 100% of elementary schools in CSD 12. When compared to elementary schools with student populations most like its own (i.e. peer schools) South Bronx Classical Charter School outperformed 80% of similar schools. In 2012-2013, 54.8% of South Bronx Classical Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, South Bronx Classical Charter School outperformed 92% of all elementary schools citywide, 100% of CSD 12 elementary schools, and 85% of its peer schools.

The following year, in 2013-2014, the percent of students at South Bronx Classical Charter School who were proficient in math on the NYS assessments rose almost 20 percentage points to 84.4%. South Bronx Classical Charter School's math proficiency was higher than 98% of all elementary schools citywide and 100% of CSD 12 elementary schools. When compared to its peer schools, South Bronx Classical Charter School outperformed 85% of similar schools. In 2013-2014, the percent of students at South Bronx Classical Charter School who demonstrated proficiency on the NYS assessments in ELA also rose, to 56.9%. With this level of proficiency, South Bronx Classical Charter School outperformed 90% of all elementary schools citywide and 100% of CSD 12 elementary schools. Additionally, South Bronx Classical Charter School again outperformed 85% of its peer schools.<sup>1</sup>

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<sup>1</sup> Please note that while South Bronx Classical Charter School began serving sixth grade students in 2013-2014, the school was classified as an elementary school for the 2013-2014 School Quality Reports.

In 2013-2014, South Bronx Classical Charter School's ELA median adjusted growth percentile on NYS assessments was 60.0% with a City Percent of Range of 38.5%, which placed the school in only the 26<sup>th</sup> percentile of all elementary schools citywide.<sup>2</sup> Similarly, the school's peer and CSD percentiles were 33% and 42%, respectively. This means that more than 60% of all other elementary schools in South Bronx Classical Charter School's peer group and more than 50% of other elementary schools in CSD 12 had an ELA median adjusted growth percentile greater than South Bronx Classical Charter School's median adjusted growth percentile in 2013-2014.

In 2013-2014, South Bronx Classical Charter School's math median adjusted growth percentile on NYS assessments was 75.5% with a City Percent of Range of 80.8%, placing it in the 90<sup>th</sup> percentile of all elementary schools citywide. The school's peer group and CSD percentiles were 78% and 100%, respectively. This means that only 10% of all other elementary schools in New York City and only 22% of other elementary schools in South Bronx Classical Charter School's peer group had math median adjusted growth percentiles greater than South Bronx Classical Charter School's median adjusted growth percentile in 2013-2014. South Bronx Classical Charter School had a higher math median adjusted growth percentile than all other elementary schools in CSD 12 in 2013-2014.

Over the four years that data is available for the retrospective charter term, South Bronx Classical Charter School has met 86% of its applicable academic charter goals.<sup>3,4</sup> South Bronx Classical Charter School met five of six applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in kindergarten through grade two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of consistently high and relatively stable achievement of its stated charter goals over the four years of the charter term under review; in two of the four years in the retrospective charter term the school achieved 100% of its applicable academic goals.

South Bronx Classical Charter School has partially developed a responsive education program and supportive learning environment. Full evaluation of the education program and its support for all learners is challenging due to the very small populations of students with disabilities, English Language Learners (ELLs) and students in the lowest third citywide served by the school. However, the school has reported that for these students, it does offer a comprehensive program of interventions. Further, as evidenced by observation at the school and as reported by the school, the school has a robust and fully-integrated data-driven instructional philosophy with a foundation in on-going interim assessment of student performance. The school provides

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<sup>2</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 38.5% indicates that the school's ELA median adjusted growth percentile was below the average but less than one standard deviation below the average (that only 38.5% of the range around the average represented scores lower than that of South Bronx Classical Charter School), while a citywide percentile of 26% indicates that South Bronx Classical Charter School's ELA median adjusted growth percentile was higher than only 26% of all elementary schools citywide.

<sup>3</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-14 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

<sup>4</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math assessments or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in kindergarten through grade two in its analysis of progress towards goals.

educational supports for students from special populations including ELLs and students with disabilities to include: Special Education Teacher Support Services (SETSS), counseling, and speech services. In addition to this, the school has a robust system in place to serve the school's struggling students. The school offers a learning specialist in first through seventh grades; during all core subjects, the learning specialist works with struggling students in a small group of four to five students using a differentiated lesson plan. Classroom teachers remain in the classroom with students, flexibly grouped by ability and regrouped for each new lesson or subject as appropriate. The school's extensive use of data and supports for struggling students, especially in the area of literacy, were noted by NYC DOE reviewers following a school visit in June 2012. Reviewers noted, "Data is present throughout the school. Staff indicated that they use assessment results to identify topics and skills for re-teaching. Data also informed curriculum development and instructional planning." Regarding a focus on literacy for at-risk students, reviewers noted, "Some students receive double and triple doses of guided reading and other literacy instruction. A daily 're-teach' period provides an opportunity for teachers to provide targeted supplemental instruction based on assessed need." These "re-teach" sessions were still in use during the renewal visit in March 2015.

On its 2012-2013 NYC DOE Elementary School Progress Report, South Bronx Classical Charter School received an Overall grade of A as well as an A grade in all sections except School Environment, for which the school received a B grade. This ranked South Bronx Classical Charter School in the 93<sup>rd</sup> percentile of all elementary schools citywide. On its 2011-2012 NYC DOE Elementary School Progress Report, South Bronx Classical Charter School received an A grade in all sections, including as its Overall grade. This ranked South Bronx Classical Charter School in the 100<sup>th</sup> percentile of all elementary schools citywide. As its Overall Grade, the school also earned an A grade in 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>5</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

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

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<sup>5</sup> A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.



In 2013-2014, South Bronx Classical Charter School did not serve the minimum number<sup>6</sup> of students classified as being in the lowest third citywide on NYS assessments to receive data on the percent of students in the lowest third citywide who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

On the 2013-2014 NYS assessments, 50.0% of South Bronx Classical Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places South Bronx Classical Charter School in the 63<sup>rd</sup> percentile of all elementary schools citywide. In the same year however, only 16.7% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores. The level of growth places South Bronx Classical Charter School in the bottom 1<sup>st</sup> percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 66.7% of South Bronx Classical Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level of growth places South Bronx Classical Charter School in the 94<sup>th</sup> percentile of all elementary schools citywide. However, in the same year, only 11.1% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; this level of growth places South Bronx Classical Charter School in the 3<sup>rd</sup> percentile of all elementary schools citywide.

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

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

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

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of Board membership is consistent with the minimum of seven and maximum of 13 members established in the Board's bylaws. The Board currently has nine active members. The school's founding Board Chair, Steven Baldwin, is still a member of the Board and is also still the Board Chair.

There are clear lines of accountability between the Board and the school leadership team as evidenced by the school's organizational chart and school leadership team's monthly updates on academic, financial, and operational performance to the Board and its committees, as recorded in

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<sup>6</sup> The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Board meeting minutes. Primarily, school performance and operational updates are presented by the school's Executive Director.

The Board's bylaws require only a standing Finance Committee. As recorded in Board meeting minutes, the Finance Committee is active and committees for Real Estate and Development are also active. The Board's bylaws indicate that the Board will hold at least nine regular meetings and one annual meeting. In the years of the retrospective charter term for which minutes were available and reviewed, the Board held the required number of meetings and these meetings met quorum.

Over the course of the school's charter term, the school has partially developed a stable school culture. The school is led by Lester Long, who is the school's founder and Executive Director and oversees all three chartered South Bronx Classical charter schools, only one of which is authorized by the NYC DOE Chancellor. Over the course of the retrospective charter term, the school has not had any changes in the school leadership team; however, the school has experienced high instructional staff turnover. The percentage of instructional staff not returning, either by choice or request, during the current charter term ranged between a low of 17% in the most recent year, 2013-2014, and a high of 44% the prior year, 2012-2013,

Average daily attendance for students during the retrospective charter term was 95.7%; the school met its attendance goal of 95% in each of the last three years of the charter term. During the 2013-2014 school year, the school had positive results on the NYC School Survey as parent, teacher, and student satisfaction levels were generally above citywide averages.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 350 days of operating expenses with cash on hand to meet current liabilities totaling \$4,564,870. The school is financially sustainable based on its current practices.

There was no material weakness noted for the FY14 financial audit.

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

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

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of thirteen members. The Board currently has nine active members.

The school's bylaws indicate that the Board is to hold one annual meeting and nine regular meetings per year. In school years 2012-2013 and 2013-2014, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and Board meeting minutes. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. However, the school has not posted to its website its annual audit for each year of the charter term, as required in charter law. At the time of review, only the audit for the 2013-2014 school year was posted.

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

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

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

All staff members have appropriate fingerprint clearance.

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

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. As identified in the school self-reported student discipline compliance checklist, the school's policy is compliant with federal law but has two areas of non-compliance with authorizer guidance for notice of removal.

**D. Plans for Next Charter Term**

In its next charter term the school plans to continue the phase-in of previously authorized grades such that the school will serve students in kindergarten through grade eight at scale.

The school has submitted a material revision to increase authorized enrollment in kindergarten through grade eight to 410 students in the next charter term.

## Regents Addendum

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

### Mobility

Student Mobility out of South Bronx Classical Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School <sup>1</sup>	49	38	38	59
Percent of Students who Left the School <sup>2</sup>	16.8%	13.2%	12.2%	16.9%

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

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

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	<b>South Bronx Classical Charter School</b>	<b>86.3%</b>	<b>87.0%</b>	<b>90.7%</b>	<b>88.3%</b>	<b>94.5%</b>
	CSD 12	98.0%	97.3%	97.6%	96.8%	
	NYC	81.8%	84.1%	83.0%	82.4%	
Students with Disabilities (SWD)	<b>South Bronx Classical Charter School</b>	<b>6.2%</b>	<b>6.2%</b>	<b>9.0%</b>	<b>9.7%</b>	<b>16.9%</b>
	CSD 12	18.9%	18.8%	19.0%	20.7%	
	NYC	17.4%	17.3%	17.9%	19.9%	
English Language Learners (ELL)	<b>South Bronx Classical Charter School</b>	<b>5.9%</b>	<b>7.8%</b>	<b>7.1%</b>	<b>8.3%</b>	<b>20.6%</b>
	CSD 12	20.4%	19.9%	19.0%	17.7%	
	NYC	17.6%	17.0%	16.6%	15.6%	

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

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

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

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