



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for New Heights Academy Charter School

SCHOOL YEAR 2019-2020

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
100 Gold Street
Suite 3500
New York, NY 10038
Tel: 212-374-5419
CharterOversight@schools.nyc.gov
schools.nyc.gov/charters

CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	5
PART 3: FINDINGS	8
PART 4: SUPPORTING DATA	22
APPENDIX A : SCHOOL OVERVIEW	40
APPENDIX B : SCHOOL VISIT	42
APPENDIX C : ACADEMIC PERFORMANCE	43
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	44
APPENDIX E : CHARTER SCHOOL GOALS	46
APPENDIX F : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	76
APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA	78
SOURCES	79

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

New Heights Academy Charter School	
DBN	84M353
School Leader(s)	Christina Brown; Fred Givens III; Rinaldo Murray
Board Chair(s)	Dylan Hogarty
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	6
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(MANN) 1818 Amsterdam Avenue, Manhattan, NY 10031 Grades at Building: 5-12 Facility Owner: Non-DOE Owned
2019-2020 Enrollment ¹	780
2019-2020 Grades Served	5-12
Current Authorized Enrollment	765
Current Authorized Grade Span	5-12
School Opened For Instruction	2006-2007
School Year of First Renewal	2009-2010
School Year of Second Renewal	2014-2015
School Year of Third Renewal	2016-2017
Current Charter Term ¹	July 01, 2017 - June 30, 2020

RENEWAL RECOMMENDATION

New Heights Academy Charter School (NHACS) has satisfied the conditions placed upon it for future renewal.

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2018-2019 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full-term renewal with conditions.

Recommendation	
Proposed New Charter Term	5 year, Full-Term
Proposed Authorized Grade Span for New Charter Term	July 1, 2020 – June 30, 2025
Proposed Authorized Enrollment for New Charter Term	765
Conditions on Renewal	1. School will partner with an external organization to create and implement a 3 year improvement plan, including a review of professional development, supervision, and team structure with specific implementation benchmarks. This plan will be submitted to the NYCDOE upon completion and a yearly update towards progress will be submitted.

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full enrollment plan for the next charter term is included below.

Grade	Current School Year (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
5	96	96	96	96	96	96
6	96	96	96	96	96	96
7	96	96	96	96	96	96
8	96	96	96	96	96	96
9	96	96	96	96	96	96
10	96	96	96	96	96	96
11	96	96	96	96	96	96
12	93	93	93	93	93	93
TOTAL	765	765	765	765	765	765

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

NHACS received a three-year short-term renewal in the 2016-17 academic year with no conditions.

NHACS was not placed on notice during the course of the current charter term.

CHARTER SCHOOL BACKGROUND

NHACS is a 5-12 school located in the Washington Heights neighborhood of Manhattan. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 6. The school is not co-located with any other schools or programs.²

The school is in its fourth charter term.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "New Heights scholars are engaged in a rigorous college preparatory curriculum which emphasizes critical thinking curiosity, competence, confidence, and control. The school culture is characterized by transparent communication, trust in community members, and an appreciation for diversity of perspectives."

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Christina Brown	Executive Director	6.0
2.	Fred Givens	Principal	3.0
3.	Rinaldo Murray	Principal	2.0
4.	Michelle Anderson	Director Curriculum & Instruction	5.0
5.	Sylvie Bouchard-Estrella	Director of Operations	1.0
6.	Kimberly Cordova	Director of Student Support	8.0
7.	Wendy Ramos	Chief of Staff	4.0
8.	Li'Eesha Garcia	Director of Finance	1.0

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2019 through October 1, 2019.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 2, 2019.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, NHACS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	◐	2017-18: Met 2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	◐	2017-18: Met 2018-19: Not Met See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 2

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2017-18: Met 2018-19: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2017-18: Met 2018-19: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
Total cohort exam pass rates in Regents English Language Arts meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 4
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 5
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 6
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 8
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 7

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Graduation rates meet or exceed Citywide rates ⁸	●	2017-18: Met 2018-19: Met See Figure 9
Academic Growth		
NYS ELA exam proficiency rates increase	○	2017-18: N/A⁹ 2018-19: Not Met See Figure 1
NYS Math exam proficiency rates increase	○	2017-18: N/A 2018-19: Not Met See Figure 2
Total cohort exam pass rates in Regents English Language Arts increase	○	2017-18: Not Met 2018-19: Not Met See Figure 4
Total cohort exam pass rates in Regents Mathematics increase	○	2017-18: Not Met 2018-19: Not Met See Figure 5
Total cohort exam pass rates in Regents Science increase	○	2017-18: Not Met 2018-19: Not Met See Figure 6
Total cohort exam pass rates in Regents U.S. History & Government increase	○	2017-18: Not Met 2018-19: Not Met See Figure 8
Total cohort exam pass rates in Regents Global History and Geography increase	◐	2017-18: Met 2018-19: Not Met See Figure 7
Graduation rates increase	○	2017-18: Not Met 2018-19: Not Met See Figure 9
Closing the Achievement Gap		

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 11
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 11
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	○	2017-18: Not Met 2018-19: Not Met See Figure 14
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 14
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	◐	2017-18: Met 2018-19: Not Met See Figure 10
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	◐	2017-18: Met 2018-19: Not Met See Figure 10
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	◐	2017-18: Not Met 2018-19: Met See Figure 13
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	◐	2017-18: Not Met 2018-19: Met See Figure 13
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	◐	2017-18: Met 2018-19: Not Met See Figure 12
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 12

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	◐	2017-18: Met 2018-19: Not Met See Figure 15
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2017-18: Not Met 2018-19: Not Met See Figure 15
Total cohort exam pass rates in Regents English Language Arts for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for SWDs meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 16
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 17
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 18
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 20
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 19
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 26

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 27
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 28
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 30
Total cohort exam pass rates in Regents Global History and Geography for FRPL meet or exceed Citywide rates	●	2017-18: Met 2018-19: Met See Figure 29
Graduation rates for ELLs meet or exceeds Citywide rates	●	2017-18: Met 2018-19: N/A See Figure 32
Graduation rates for SWD meet or exceeds Citywide rates	●	2017-18: Met 2018-19: N/A See Figure 31
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹¹	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	●	2017-18: Met 2018-19: Met See Figure 33
College & Career Preparatory Course Index meet or exceeds Citywide average	○	2017-18: Not Met 2018-19: Not Met See Figure 34
College Readiness Index meet or exceeds Citywide average	●	2017-18: Met 2018-19: Met See Figure 35

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked "N/A" for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, NHACS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix F.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹³

Board Member Name	Position	Committee(s)	Years on Board
1. Dylan Hogarty	Board Chair	Audit, Finance	8.0
2. Quincy McLain	Treasurer	Audit, Finance	7.0
3. Jamie Gartland	Secretary	Educational Accountability	2.0
4. Anne Kofol Hogarty	Trustee	Educational Accountability	8.0
5. Gigi Parris	Trustee	Fundraising	3.0
6. Daniel Ortiz	Trustee	Fundraising	2.0
7. Angel Vazquez	Trustee	Educational Accountability	1.0
8. Megan Vargas	Trustee	Educational Accountability	1.0
9. Cheryl Rosa	Trustee	Fundraising	2.0

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

P.R.I.D.E PILLARS

New Heights Academy Charter School has five P.R.I.D.E pillars that guide the decisions and actions of all community members for the purpose of creating a dynamic school culture that supports the individual needs of all students.

¹³ Board of Trustees as of October 1, 2019.

LEARNING CULTURE BASED ON EFFICACY

The unifying goal of the Efficacy-guided use of data is to set high yet achievable standards for student academic achievement.

PROFESSIONAL LEARNING COMMUNITY

The PLC fosters collaboration between teachers as well as the individual growth of each teacher. Under the PLC structure, grade level teams conduct PLC meetings 2-3 times per week. During these meetings, teacher teams analyze student data and strategies for improving student outcomes.

LITERACY EVERYWHERE

The entire school community is united in a common pursuit of literacy development. This is continuously reinforced by school wide expectations for student reading outside of the classroom and encouraging students to strive for meeting and exceeding reading level targets. Teachers foster students' intrinsic motivation to read write present and think.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFINGⁱⁱ

In the 2017-18 school year, no leadership staff left the school; 10 or 19% of instructional staff left the school.

In the 2018-19 school year, no leadership staff left the school; 11 or 19% of instructional staff left the school.

GOVERNANCE

In 2017-18, the Board had 12 members; this was within the minimum to maximum range of 5 to 15 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the 12 meetings that took place in 2017-18.

In 2018-2019, the Board had 10 members; this is within the minimum to maximum range of 5 to 15 members stated in the bylaws. The 2018-2019 calendar listed 11 meetings, and met 11 times, which does not meet the requirement of the Charter Schools Act to meet monthly. The Board regularly posts board meeting agendas and minutes on their website. The Board met quorum 11 times out of the 11 meetings that took place in 2018-19.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 12, 2019. Forty-six (46) individuals attended the hearing. Thirty-nine (39) comments were made in support and three (3) were made in opposition to the proposed charter renewal. Ten (10) of letters were received in support of the renewal; zero were received in opposition. Comments in support focused on the support students receive and the true and deep sense of family and community at the school. Students and families spoke of the care they received from both staff and each other and the lasting bonds created. Comments in opposition focused on charter schools more generally and the perception that charter schools

take resources meant for district schools. One CEC member in opposition made a claim that NHACS students bully her child and others in the neighborhood.













PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁴	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2017-18: Not Met 2018-19: Not Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2017-18: Not Met 2018-19: Not Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁵	○	2017-18: Not Met 2018-19: Not Met See Figure 36
Student attendance rate meets or exceeds CSD average	●	2017-18: Met 2018-19: Met See Figure 37
Student attendance rate meets or exceeds Citywide average	●	2017-18: Met 2018-19: Met See Figure 37
Improved student retention rate over prior year	○	2017-18: Not Met 2018-19: Not Met See Figure 38
Decreased student suspension rate over prior year	○	2017-18: Not Met 2018-19: Not Met See Figures 45 and 46
Operational Stability		

¹⁴ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁵ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes¹⁴	Details
School meets all DOE deadlines, including annual reporting requirements		2017-18: Met 2018-19: Met
School has documented teacher evaluation procedures		2017-18: Met 2018-19: Met
School has documented professional development opportunities		2018-19: Met 2018-19: Met
School has a formal process for evaluating progress against charter school goals		2017-18: Met 2018-19: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff		2018-19: Met 2018-19: Met
Board has developed a succession plan for board and school leadership		2017-18: Met 2018-19: Met
Board has access to legal counsel		2018-19: Met 2018-19: Met
Board held the required number of meetings per the charter law		2017-18: Met 2018-19: Not Met There are no meeting minutes available to suggest a meeting was held on December 2018.
Board meetings consistently meet quorum		2017-18: Not Met The board did not have quorum at the August 2017, September 2017, and February 2018 meetings. 2018-19: Met
Compliance		
School's ELL enrollment meets CSD rate		2017-18: Not Met 2018-19: Not Met See Figure 41
School's ELL retention meets CSD rate		2017-18: Met 2018-19: Met See Figure 42
School's SWD enrollment meets CSD rate		2017-18: Not Met 2018-19: Not Met See Figure 39

Standards	Charter Term Outcomes¹⁴	Details
School's SWD retention meets CSD rate	●	2017-18: Met 2018-19: Met See Figure 40
School's FRPL enrollment meets CSD rate	●	2017-18: Met 2018-19: Met See Figure 43
School's FRPL retention meets CSD rate	●	2017-18: Met 2018-19: Met See Figure 44
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs		2017-18: Not Met The discipline code includes incomplete and inaccurate procedures for suspending or expelling SWD. 2018-19: Not Met The discipline code includes incomplete and inaccurate procedures for suspending or expelling SWD.
School has followed all applicable lottery and enrollment laws and regulations	●	2017-18: Met 2018-19: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2017-18: Met 2018-19: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	●	2017-18: Met 2018-19: Met
School is in compliance with employee fingerprinting requirements	●	2017-18: Met 2018-19: Met
School has an appropriate safety plan	●	2017-18: Met 2018-19: Met
School has appropriate insurance documentation	●	2017-18: Met 2018-19: Met
School is in good standing with the Department of Health	●	2017-18: Met 2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2017-18: Met 2018-19: Met

Standards	Charter Term Outcomes¹⁴	Details
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2017-18: Met 2018-19: Met

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, New Heights Academy Charter School has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

An independent audit performed for fiscal year 2019 (FY19) showed no material findings.

The school has \$75,000 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁶	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2017-18: Met 2018-19: Met See Figure 47
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2017-18: Met 2018-19: Met See Figure 48
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2017-18: Met 2018-19: Met See Figure 49
Debt management – school is meeting all current debt obligations	●	2017-18: Met 2018-19: Met
Long-term Financial Sustainability¹⁷		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2017-18: Not Met 2018-19: Met See Figure 50
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	
Debt to assets ratio less than 1.0	●	2017-18: Met 2018-19: Met See Figure 52
Aggregate assets to liabilities ratio greater than 1.0	N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2017-18: Not Met 2018-19: Met See Figure 51
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	

¹⁶ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁷ Aggregate and multi-year standards require three years of available data within the current charter term to calculate. This charter has fewer than three years of available data within the current charter term. As such, the aggregate and multi-year standards are not applicable.

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱⁱ

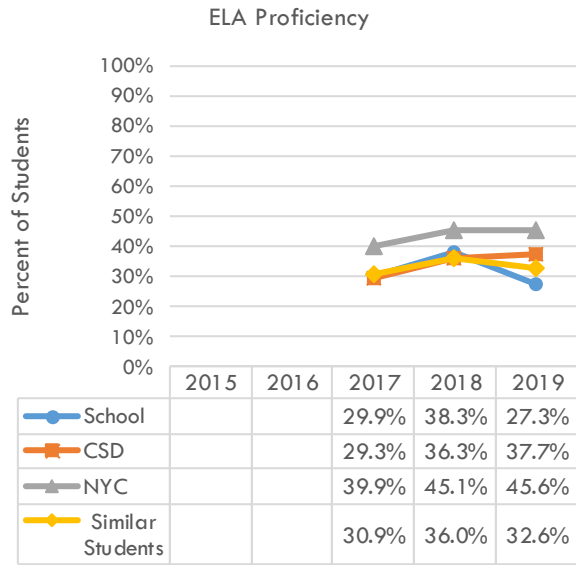


Figure 1

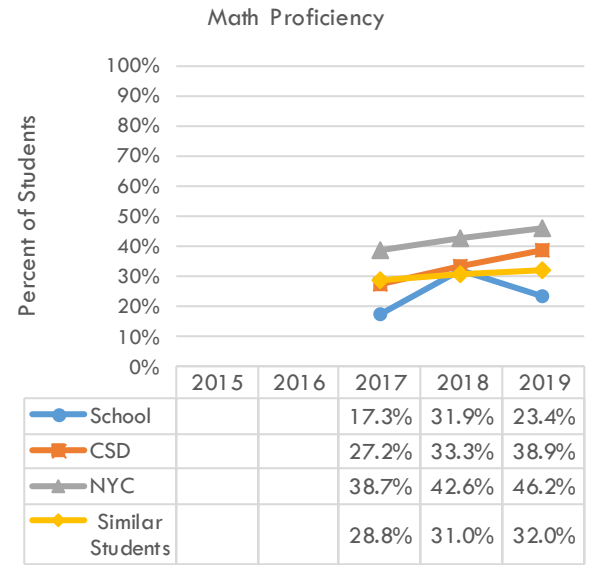


Figure 2

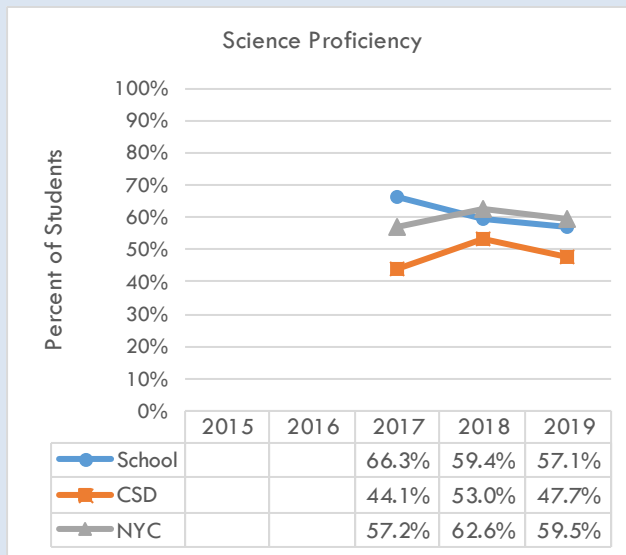


Figure 3

¹⁸ If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

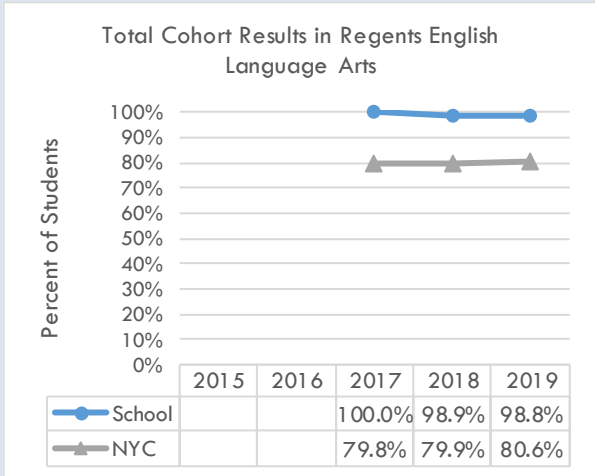


Figure 4

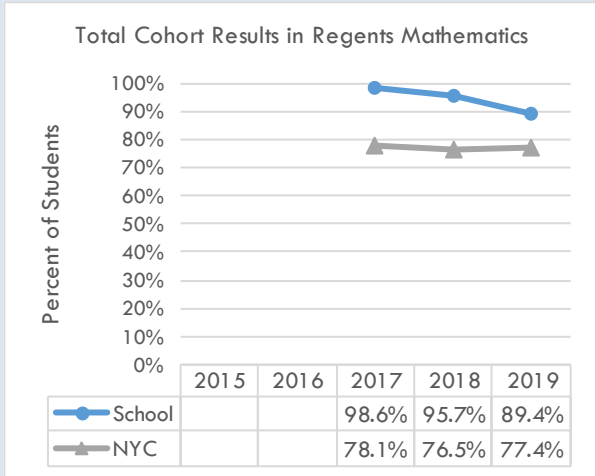


Figure 5

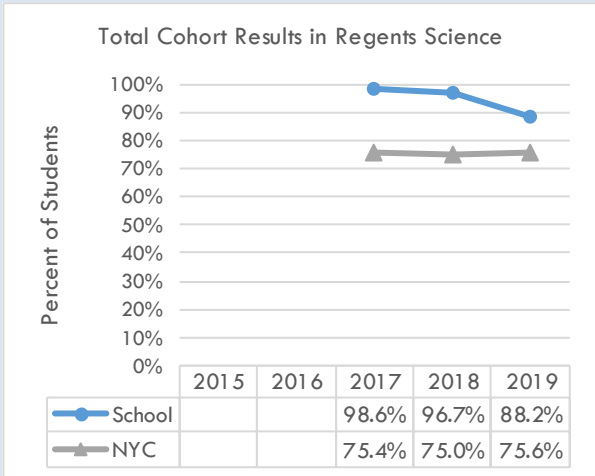


Figure 6

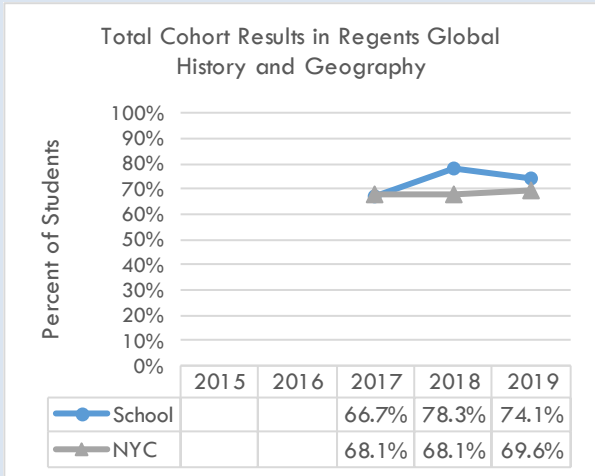


Figure 7

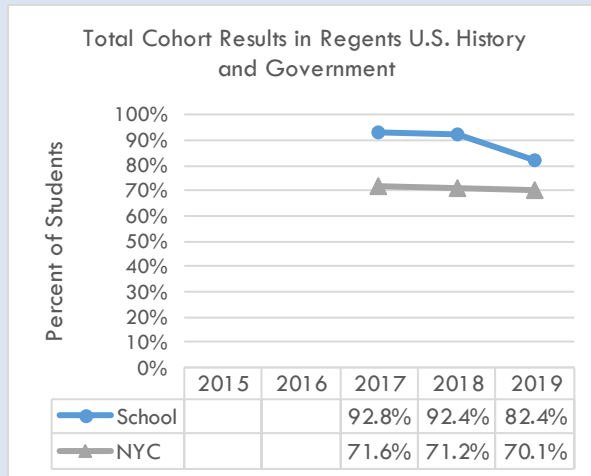


Figure 8

GRADUATION

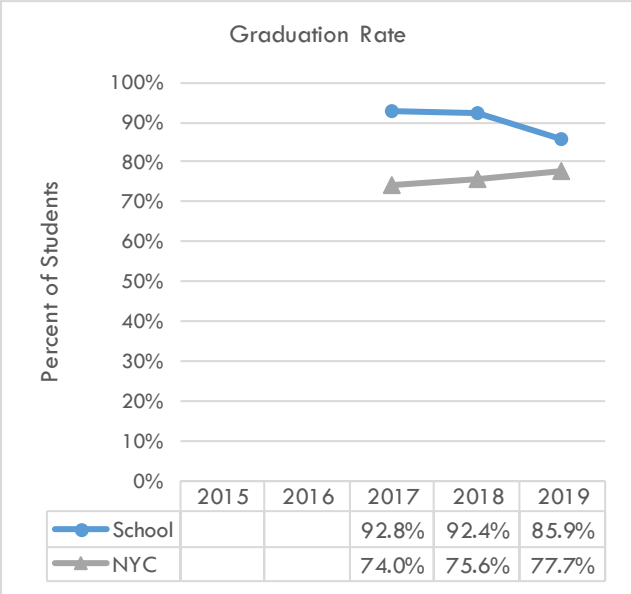


Figure 9

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 ENGLISH LANGUAGE ARTS^{vi}

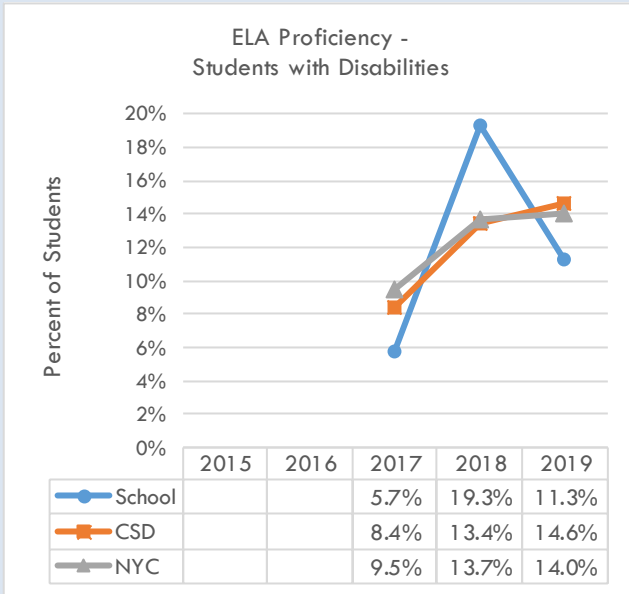


Figure 10

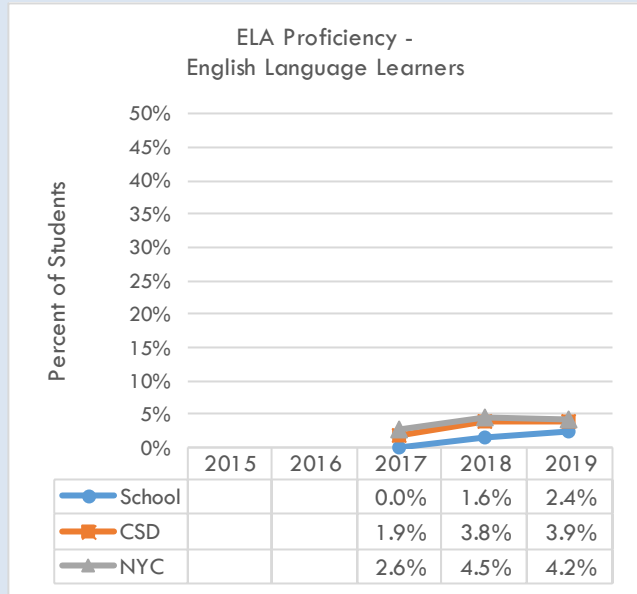


Figure 11

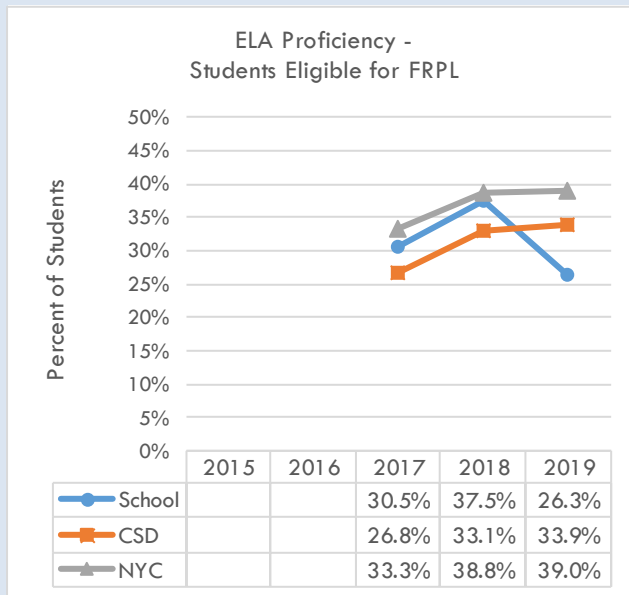


Figure 12

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 MATH^{vii}

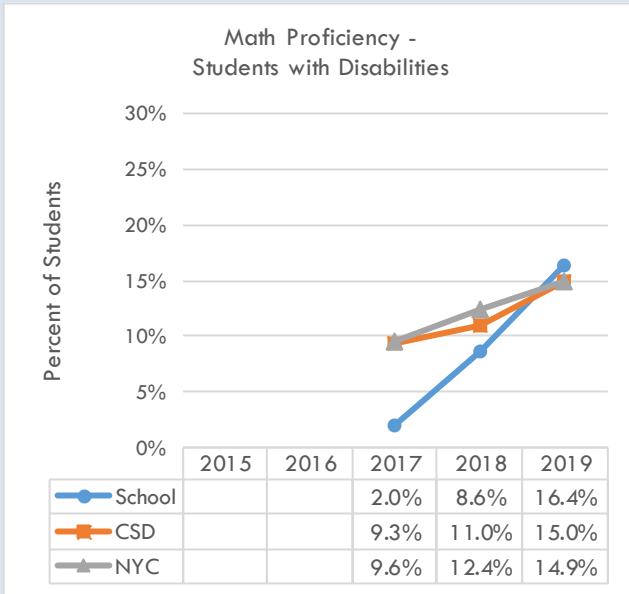


Figure 13

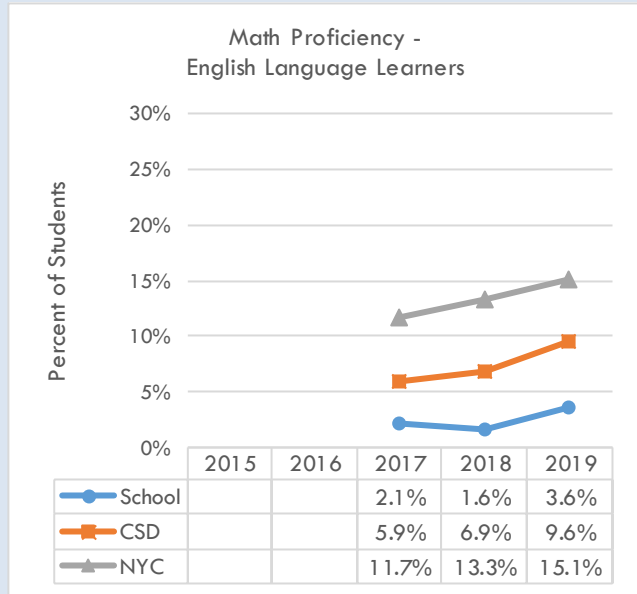


Figure 14

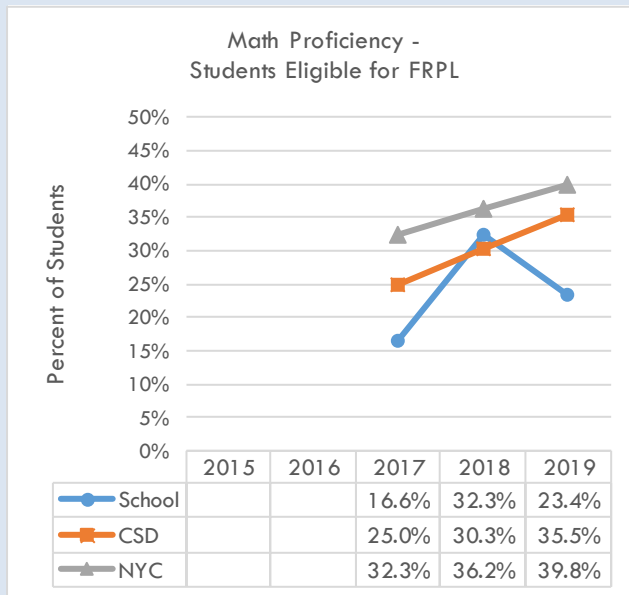


Figure 15

CLOSING THE ACHIEVEMENT GAP - REGENTS PERFORMANCE^{viii}

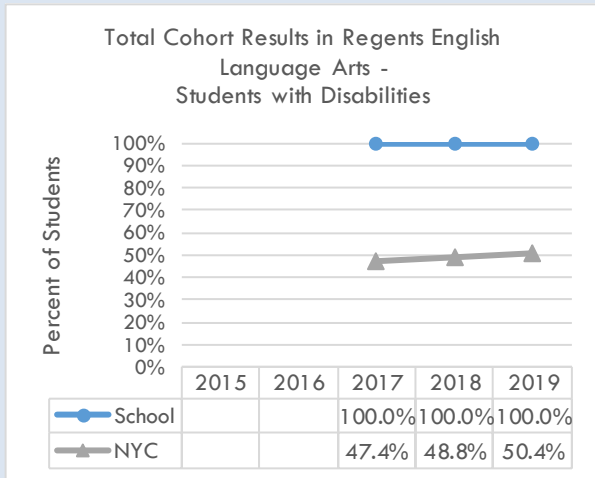


Figure 16

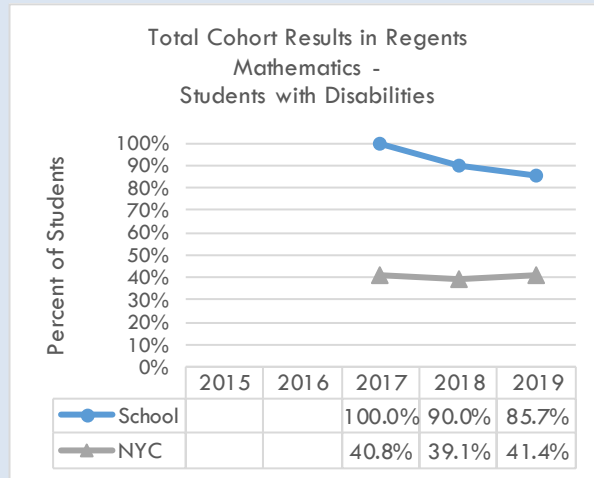


Figure 17

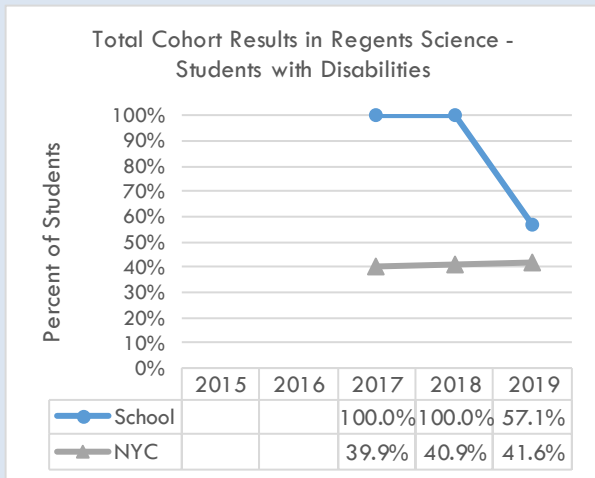


Figure 18

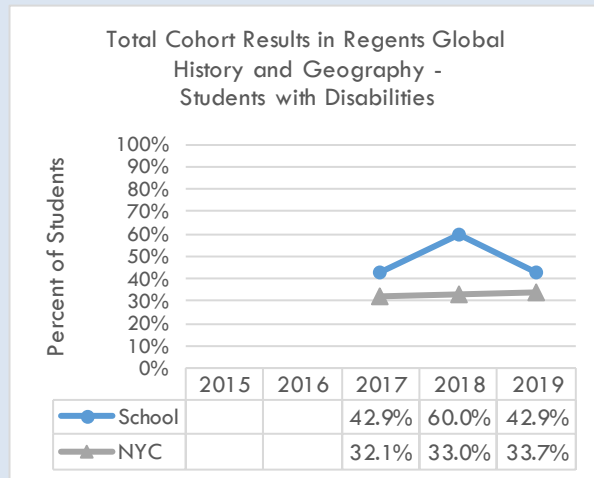


Figure 19

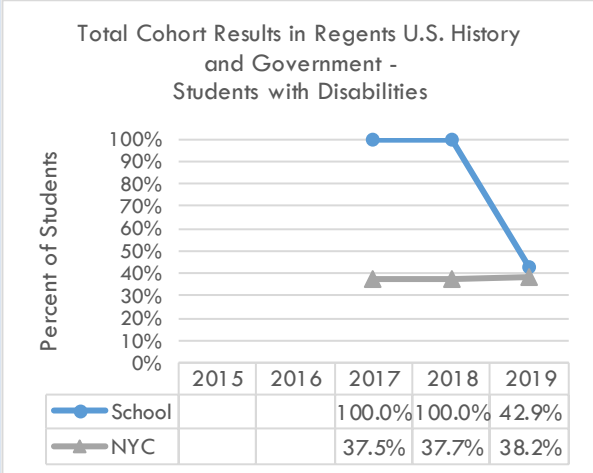


Figure 20

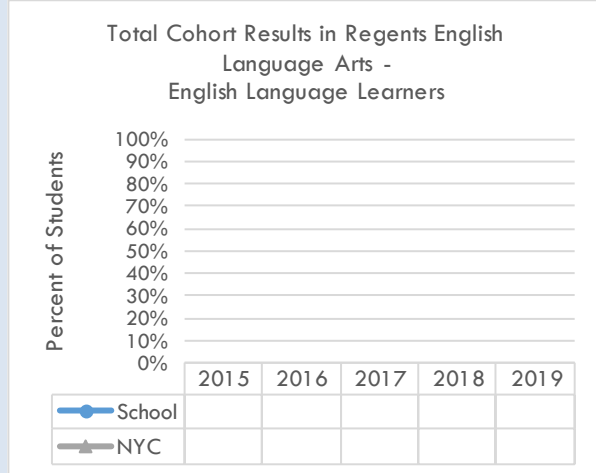


Figure 21

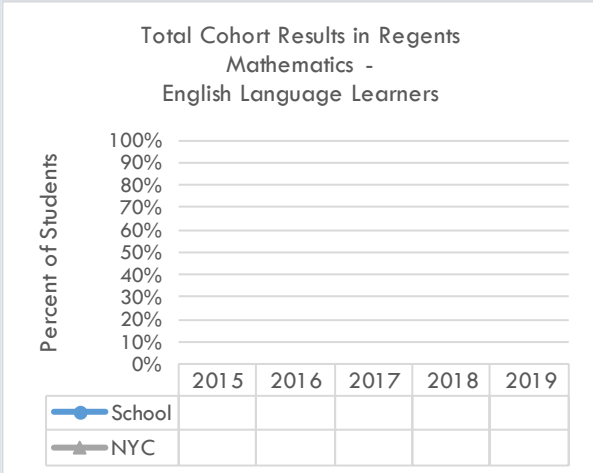


Figure 22

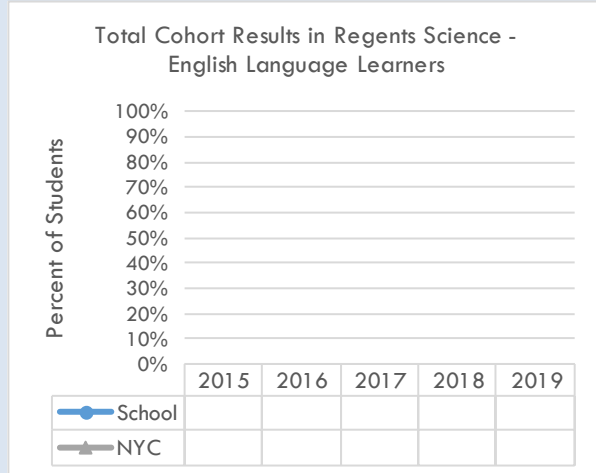


Figure 23

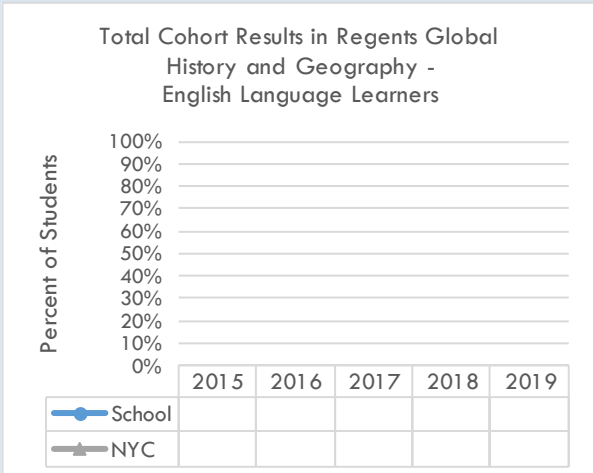


Figure 24

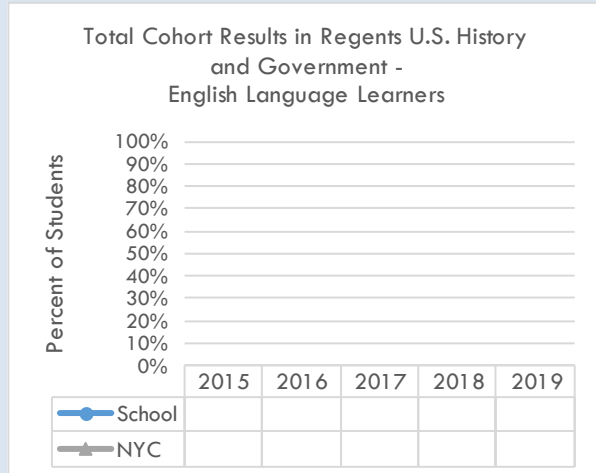


Figure 25

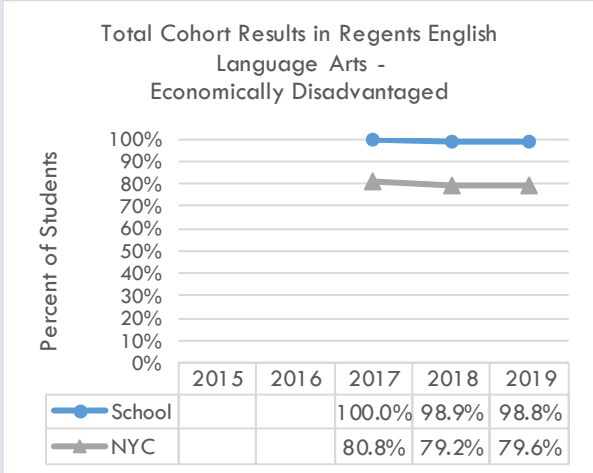


Figure 26

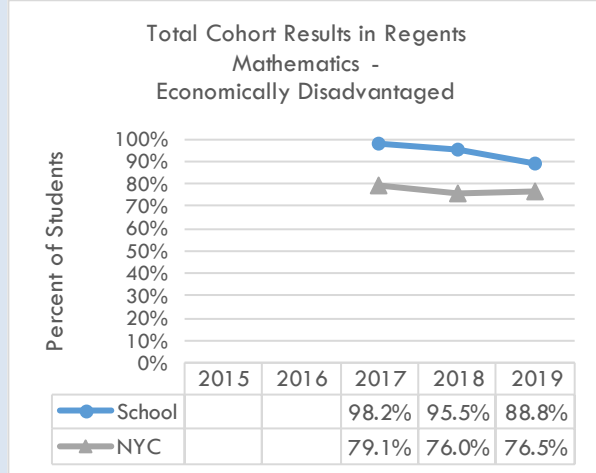


Figure 27

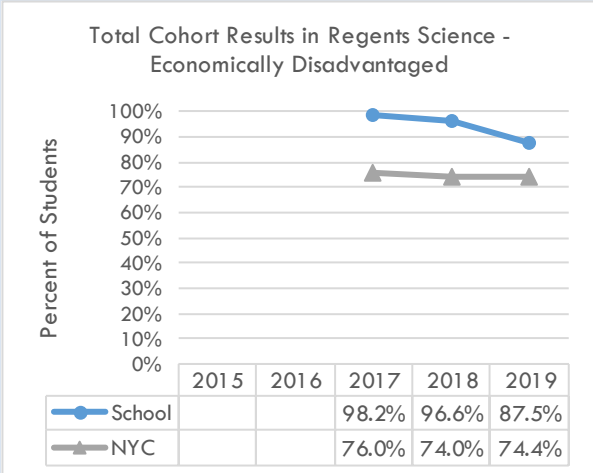


Figure 28

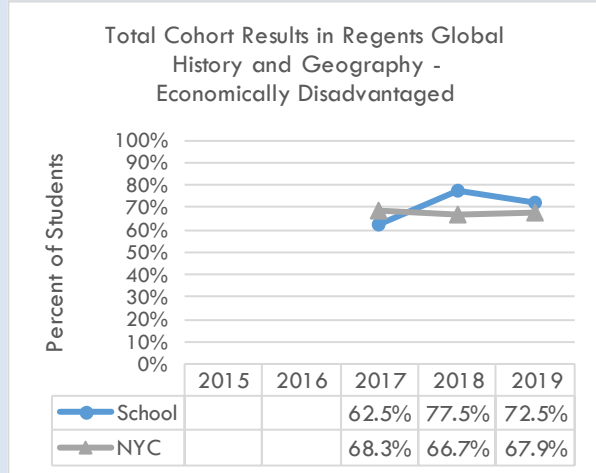


Figure 29

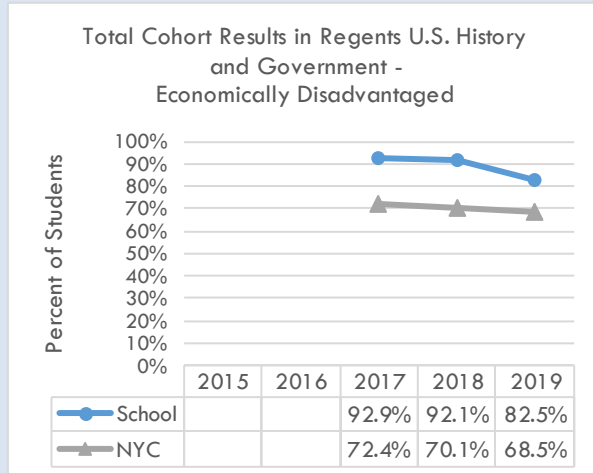


Figure 30

CLOSING THE ACHIEVEMENT GAP - GRADUATION RATE^{ix}

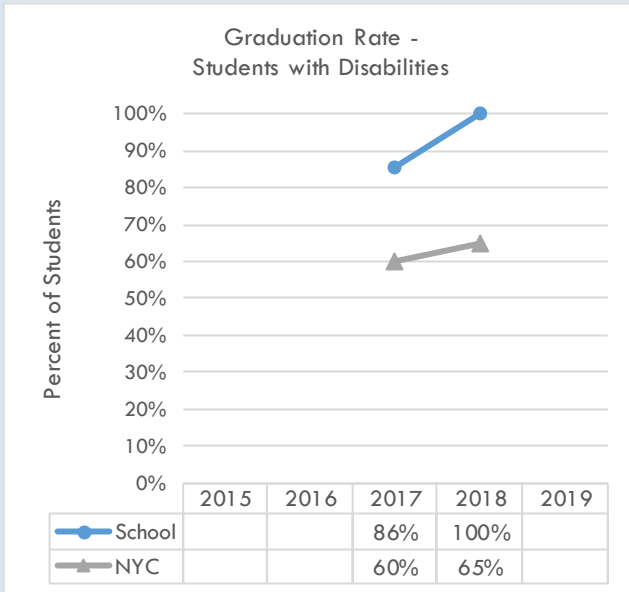


Figure 31

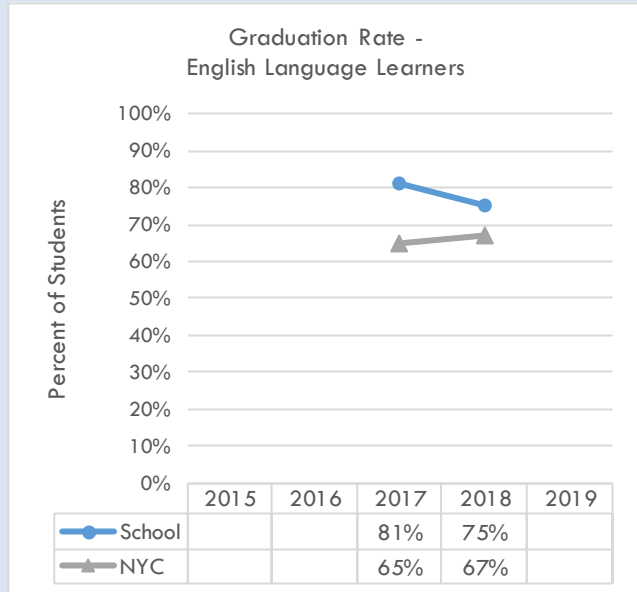


Figure 32

COLLEGE & CAREER READINESS*

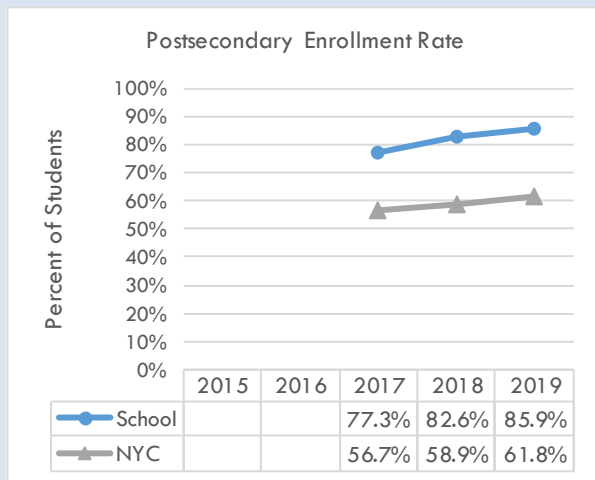


Figure 33

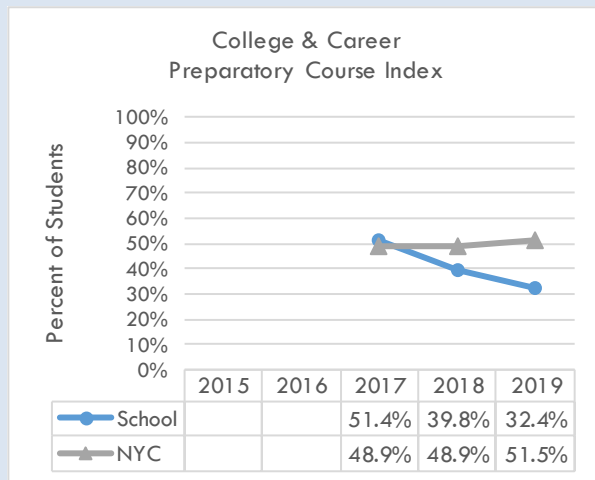


Figure 34

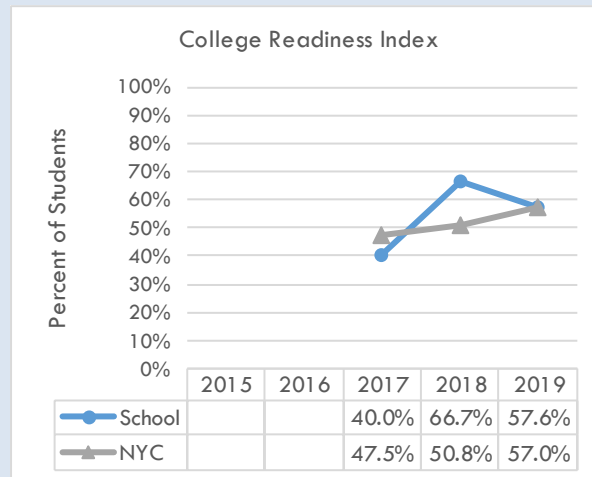


Figure 35

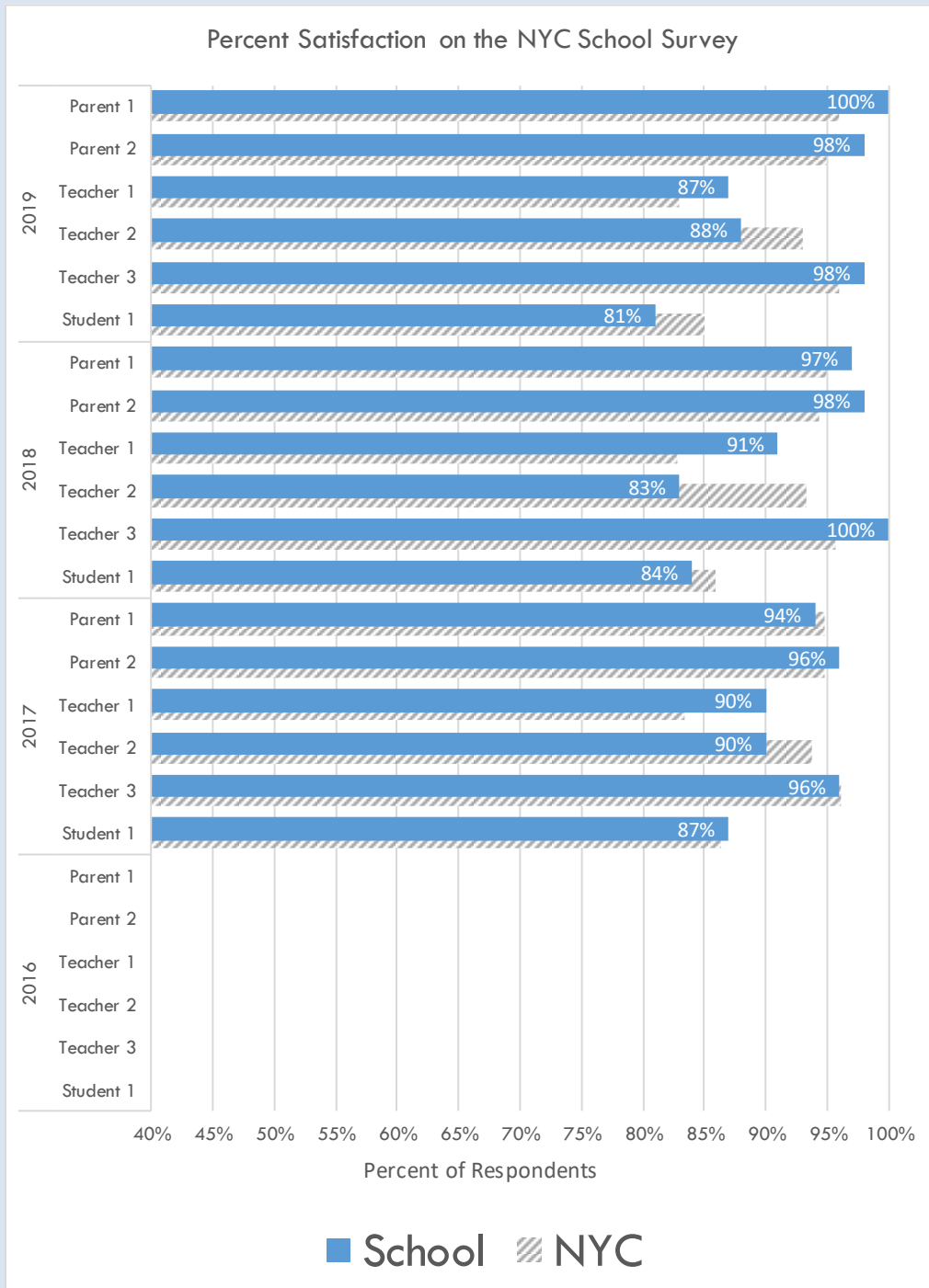


Figure 36

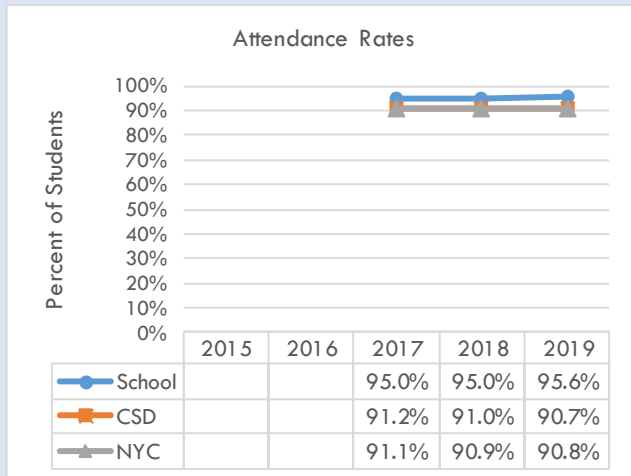


Figure 37

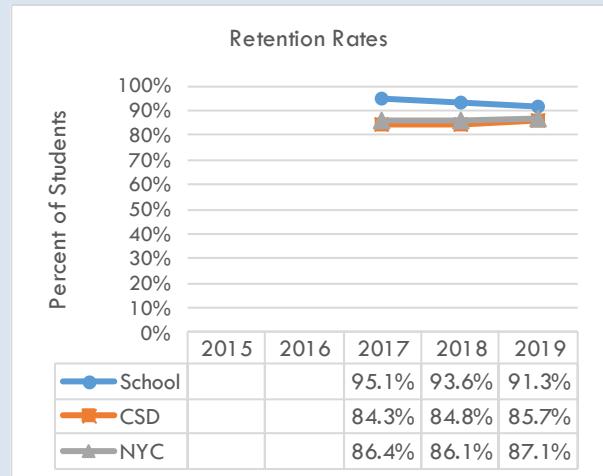


Figure 38

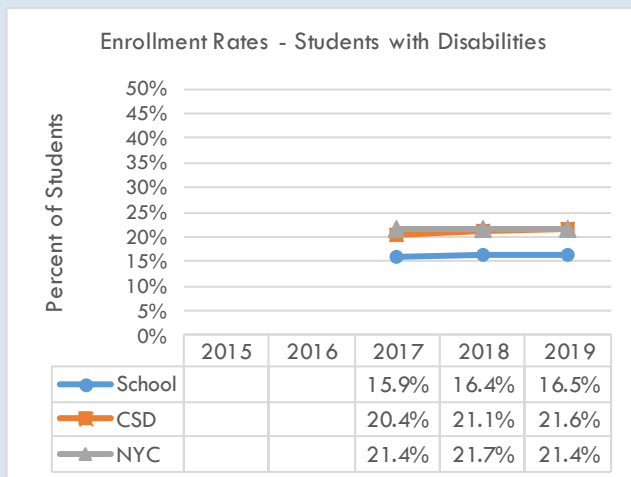


Figure 39

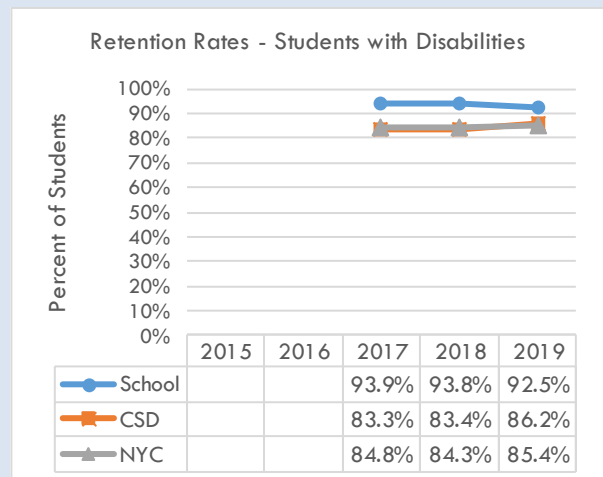


Figure 40

¹⁹ A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

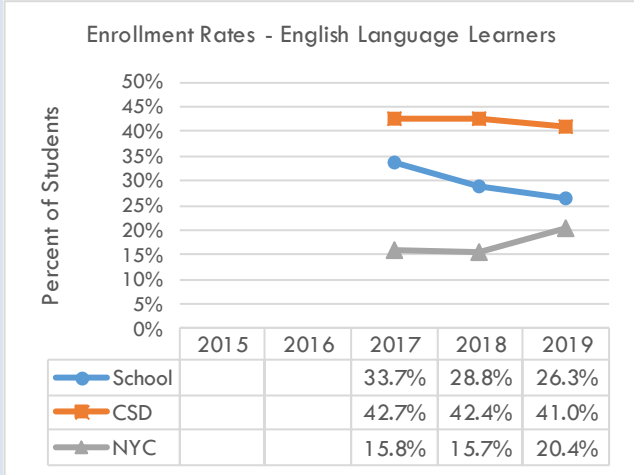


Figure 41

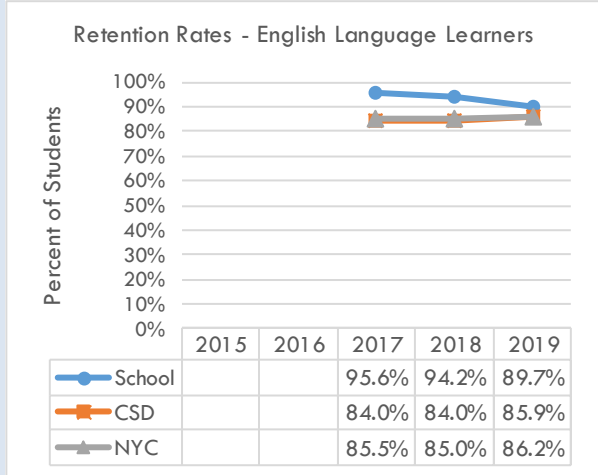


Figure 42

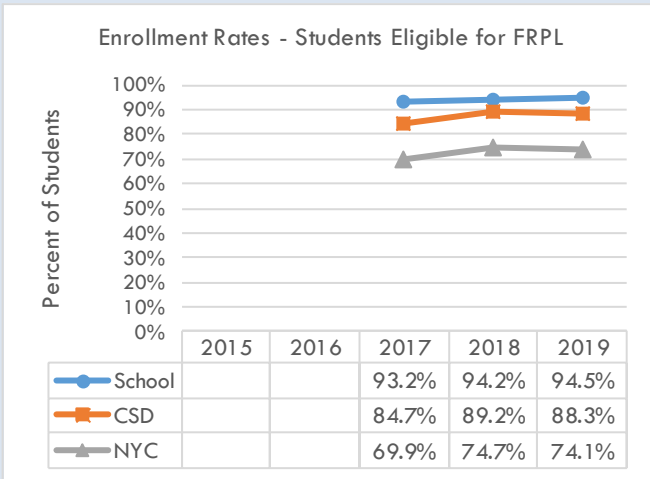


Figure 43

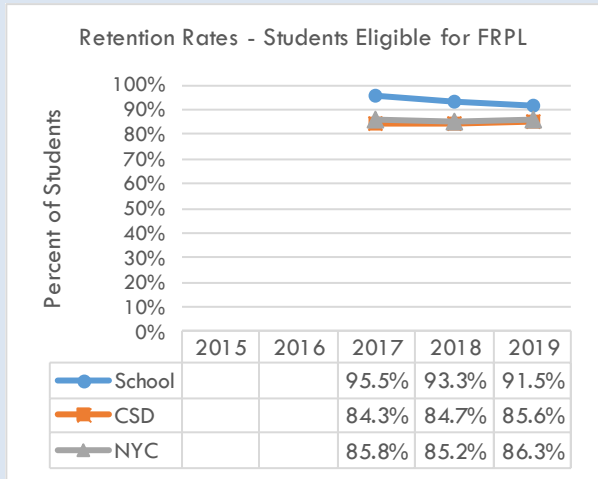


Figure 44

SUSPENSION RATES^{xiii}

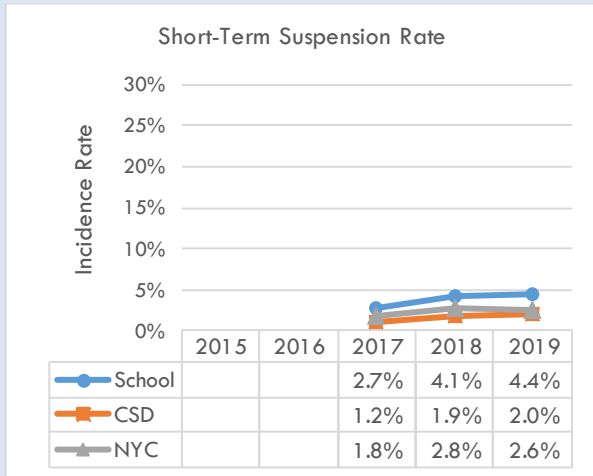


Figure 45

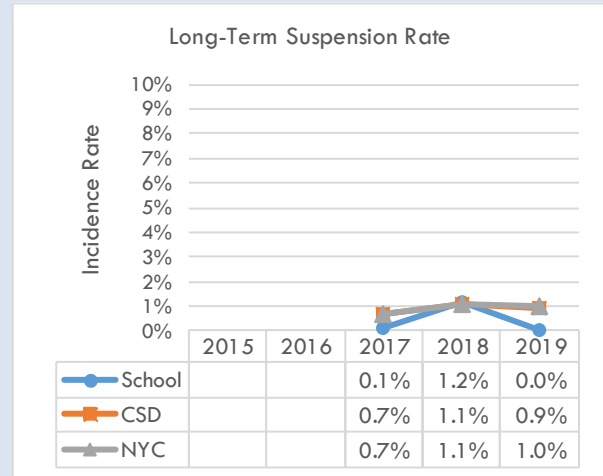
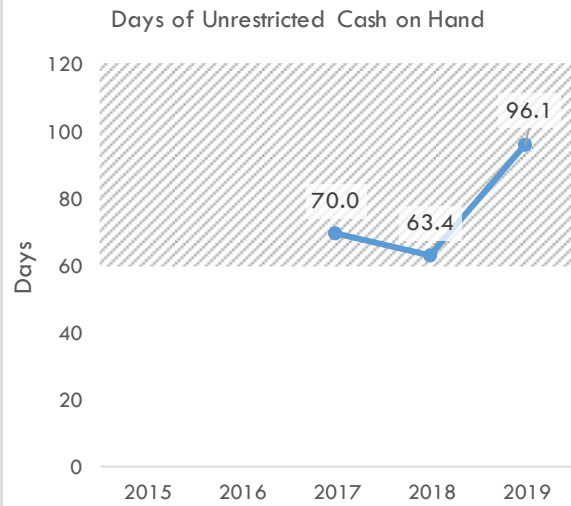


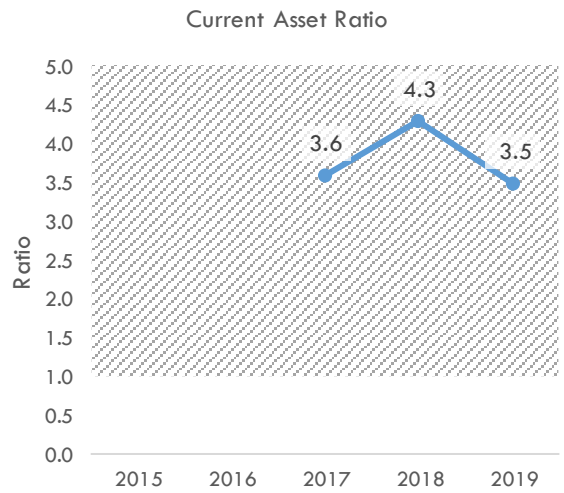
Figure 46

SHORT-TERM FINANCIAL VIABILITY^{xiv}



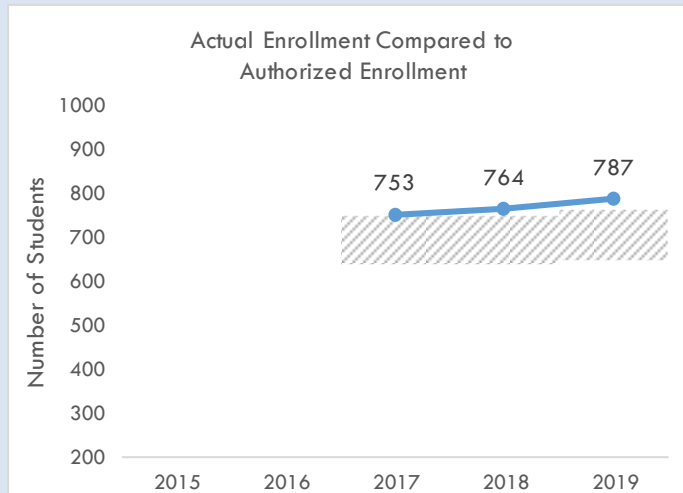
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 47



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 48



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 49

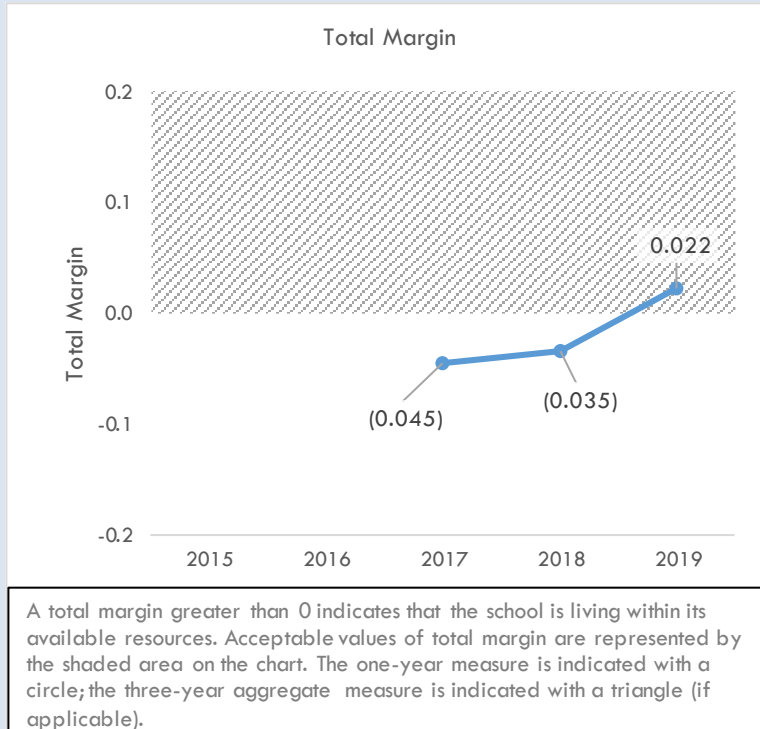


Figure 50

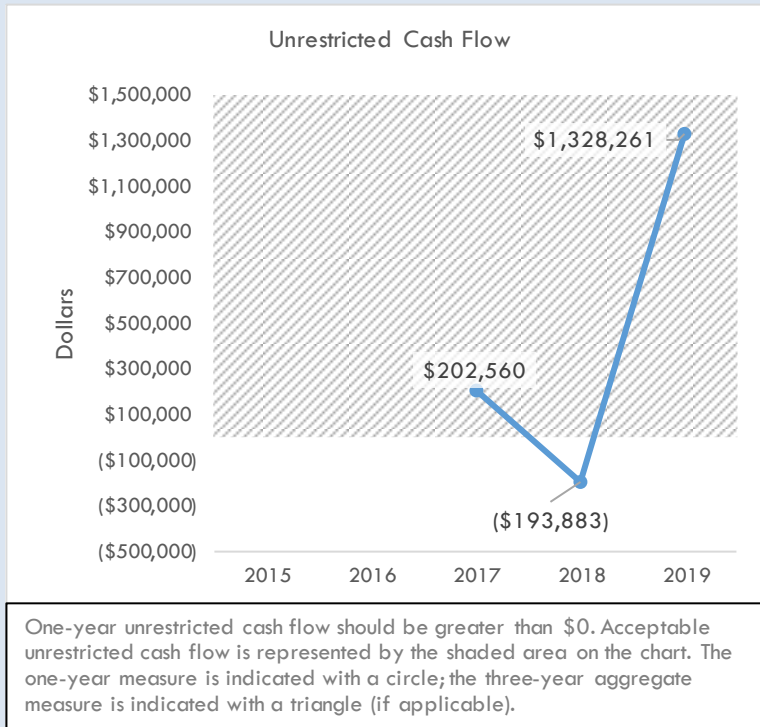


Figure 51

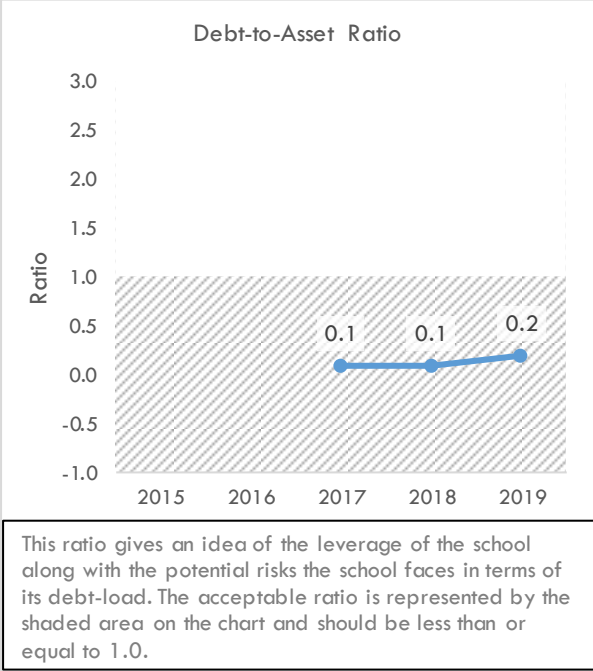


Figure 52

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	N/A
Afterschool Program and/or Other Activities	Yes
Sections per Grade	4
Primary Entry Grade(s)	5
Additional Grade(s) for which Student Applications are Accepted	6, 7, 8, 9, 10, 11, 12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2019-2020)	1398
Number of Students Accepted via the Lottery (School Year 2019-2020)	101
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

CURRENT STUDENT DEMOGRAPHICS^{xvi}

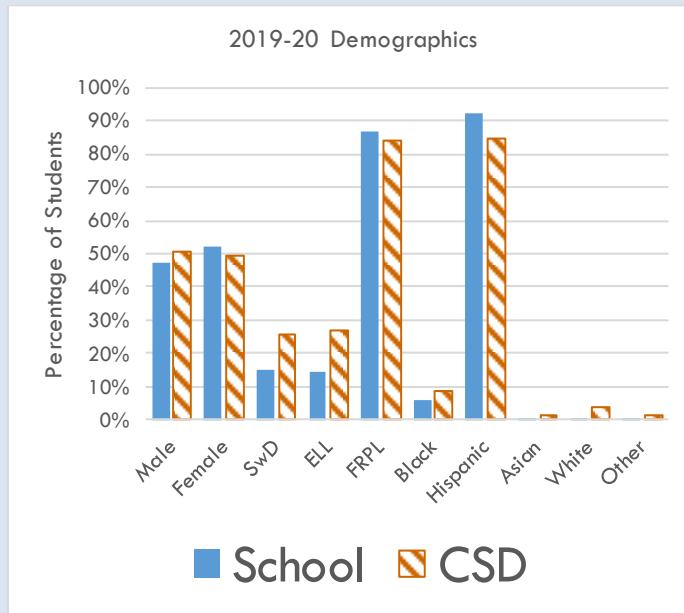


Figure 53

EXPULSION RATES^{xvii}

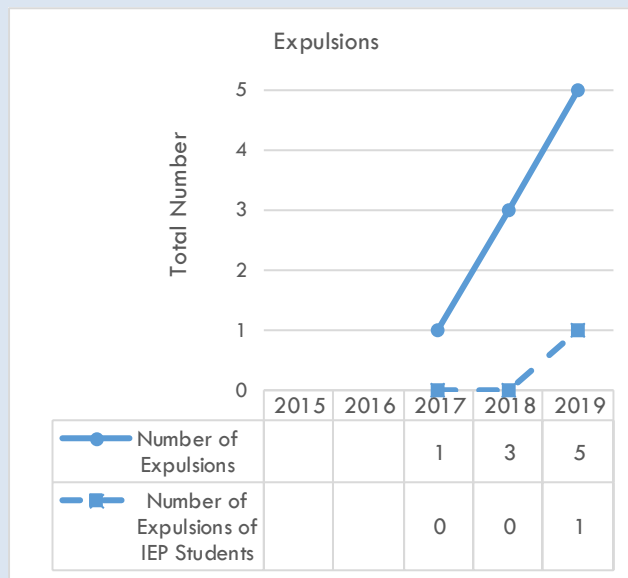


Figure 54

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited New Heights Academy Charter School on December 12, 2019 and December 13, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of literacy across the content areas; CAAT saw evidence of this.
- Evidence of students working with texts to respond to questions/discussion; CAAT saw evidence of this.
- Evidence of student-led discussion and questioning; CAAT saw mixed evidence of this.
- Evidence of gradual release of responsibility; CAAT saw mixed evidence of this.
- Evidence of data-driven instruction aligned to the "Efficacy Model"; CAAT saw mixed evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xviii}

GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
New Heights Academy Charter School					
Grade 3					
Grade 4					
Grade 5			14.6%	18.7%	7.4%
Grade 6			28.0%	38.0%	29.4%
Grade 7			40.4%	38.1%	24.7%
Grade 8			36.8%	57.3%	46.5%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5			-11.2%	-10.8%	-23.9%
Grade 6			7.6%	0.0%	-9.4%
Grade 7			8.4%	6.5%	-7.6%
Grade 8			-1.1%	11.7%	-1.8%

GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
New Heights Academy Charter School					
Grade 3					
Grade 4					
Grade 5			9.4%	19.8%	9.4%
Grade 6			25.0%	26.1%	37.3%
Grade 7			23.4%	30.9%	15.8%
Grade 8			10.5%	46.6%	30.0%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5			-18.4%	-9.3%	-30.0%
Grade 6			1.0%	-1.9%	2.1%
Grade 7			-1.0%	1.4%	-17.2%
Grade 8			-20.9%	3.0%	-16.7%

ENGLISH/LANGUAGE ARTS

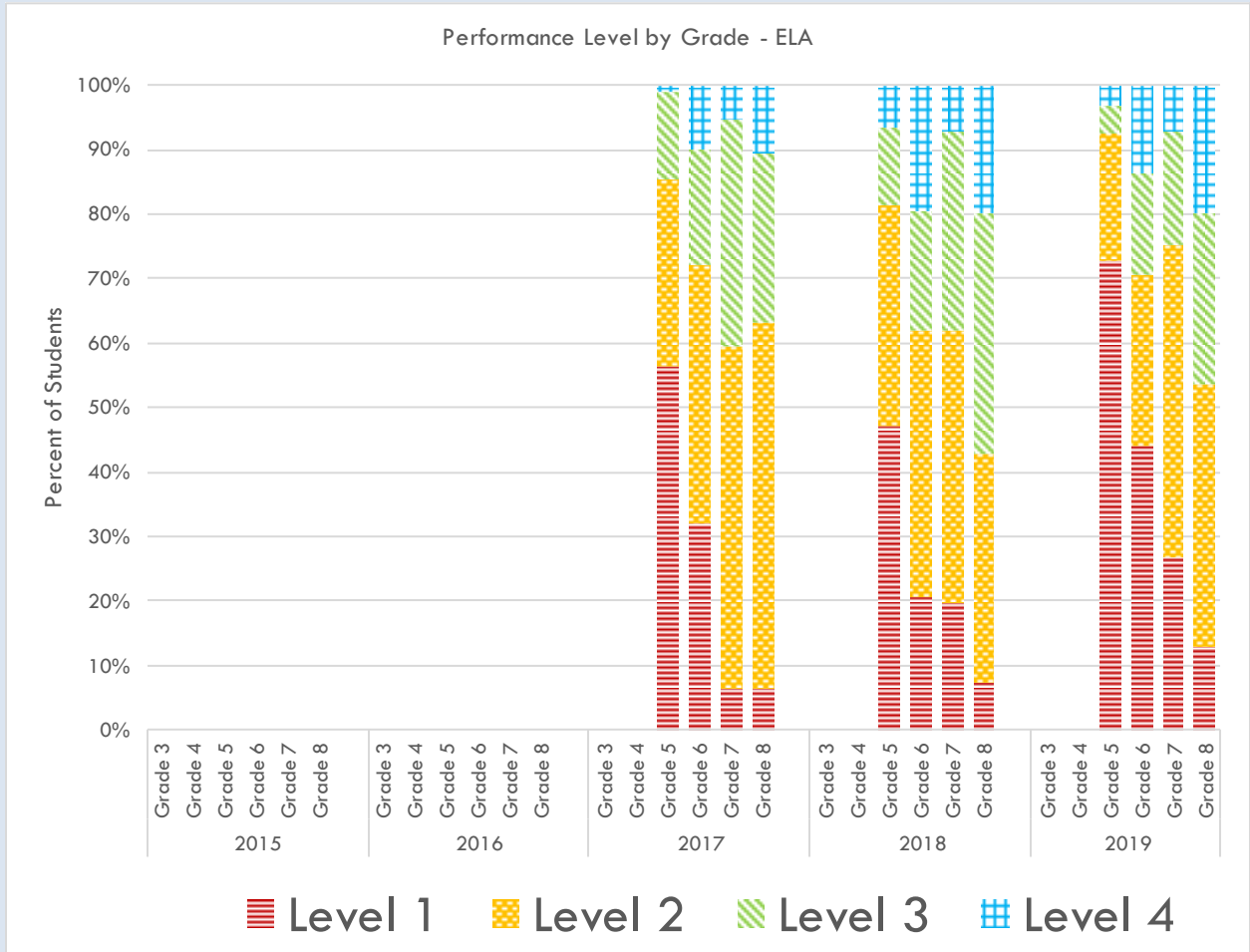


Figure 55

MATH

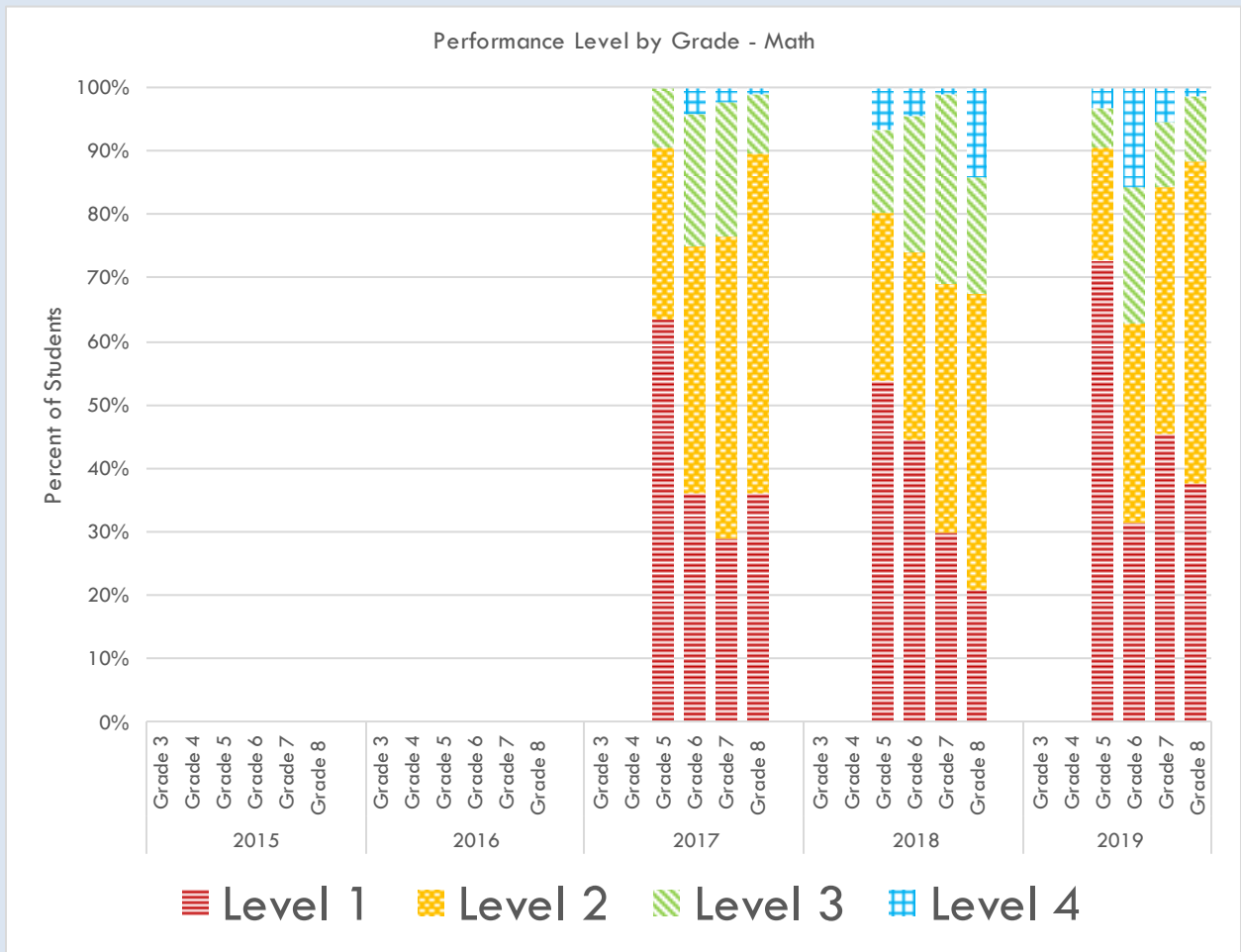


Figure 56

APPENDIX E: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2018-2019 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2018-2019 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8)	NYS ELA Exam	Not Met	<p>ELA Initiatives</p> <ul style="list-style-type: none"> ● ELA Action Plan Strategies for 2019-20: The current 3 areas of focus in the ELA action plan are to use data regularly to differentiate instruction, supporting teachers in using the Core Actions to intentionally plan lessons, and increasing student proficiency in writing by the consistent use of the NHACS Writing Process. ● Deepened Focus on Annotations: The English Department has been receiving training in Close Reading for the last 6 years. Our focus continues to be on Close Reading, but students need a more explicit model of how to annotate in order to demonstrate their thinking. We will continue to write in response to the reading, and this year the English Department will partner with the Social Studies Department to follow a common writing process to include annotation, discussion, planning and self-

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>evaluation of their writing. We have aligned the Social Studies and ELA action plans to facilitate this work. We will respond to the writing data through the Data/Feedback/Strategy (DFS) protocol and differentiate our instruction based on the thinking demonstrated through the student writing.</p> <p>●Norming Writing Assessment: We identified that teachers were inconsistent in scoring student writing in the 2018- 19 school year. Going forward, we will be using the state writing rubric schoolwide to ensure normed grading procedures of authentic assessments. Teachers will also be provided with professional development to help them develop their understanding of how to use the rubric.</p>
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City. (Relevant	NYS ELA Exam Gr. NHACS NYC 5) 7% 40% 6) 29% 48% 7) 25% 43% 8) 47% 51% All) 27% 45%	Not Met	See above.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	for schools serving grades 3-8)			
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)	NYS Math Exam Gr. NHACS NYC#6 5) 9% 39% 6) 37% 35% 7) 16% 33% 8) 12% 35% All) 19% 36%	Not Met	<p>Math Initiatives:</p> <ul style="list-style-type: none"> ● Math Action Plan Strategies for 2019- 20: The current 3 areas of focus in the math action plan are increased focus on standards alignment, the expanded use of collaborative structures and student-centered learning, and responding to student data through the regular use of the DFS protocol. ● Promotion of Most Effective Math Teacher to Math Department Chair: As our data shows, math is our most challenging subject. We promoted our most effective middle school math teacher to the position of Math Department Chair, starting in the 2019-20 school year. This position will be dedicated to supporting teachers in implementing our math program with fidelity and consistently from grade to grade.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<ul style="list-style-type: none"> ● Math-Science Partnership: As with the ELA and Social Studies alignment described above, the Math and Science departments will be partnering closely to infuse science with grade-level math skills. This will allow science teachers to provide students with additional practical experience with math skills. ● Continued Math Professional Development: NHACS will continue to provide professional development through the NYC Math Project. The Math Project helps build teacher capacity for teaching foundational fluency math skills. In 2019-20, the Math Project will be visiting once a month to meet with teachers, review their plans, and provide feedback targeted toward increasing standards-alignment and rigor.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS Math Exam Gr. NHACS NYC#6 5) 9% 46% 6) 37% 44% 7) 16% 42% 8) 12% 36% All) 19% 42%	Not Met	See above.
Academic Goal 5	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time	ELA Regents Exam Data 74% of all students passed English Regents with a score of 75+, whereas 100% passed with a 65+.	Not Met	NHACS High School Initiatives >>Professional Development: Our focus areas for professional development in the 2019-20 school year will be to: -Train teachers in all elements of gradual release of responsibility (GRR) and Kagan cooperative learning strategies; -Train teachers in close reading strategies with an emphasis on the use of lexile levels to choose appropriate texts, and strategies to understand complex text and annotations; -Increase teacher training and exposure to advanced placement-level work; -Continue to deepen teachers' use of our data protocols during data days, department

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	they were actively enrolled at the school will be counted.			<p>meetings, intersession, and interventions; and</p> <ul style="list-style-type: none"> -Coach teachers on the use of small group instruction. <p>>>Student Engagement: At the high school, student engagement is critical to ensuring that students attend school and meet the requirements necessary for graduation. We will continue to work on engagement through the following strategies in 2019-20:</p> <ul style="list-style-type: none"> -Support deans, social workers, and attendance/family coordinators in the use of the attendance matrix with fidelity; -Increase resources and opportunities for family engagement; and -Support and monitor teacher development in making the Pathway to Excellence relevant and tangible by increasing exposure to seminars and other activities. <p>>>College Readiness: As part of our long-term goal to increase college readiness, and in alignment with our mission, we have set the following goals:</p> <ul style="list-style-type: none"> -Increase the yearly pass rates for AP exams for subjects offered for more than one consecutive year by 25% (or achieve 75% or higher pass rate/subject)

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>-Increase the number of students earning an Advanced Regents Diploma by 20% yearly (or achieve 75% or higher)</p> <p>-Pass an AP Language and Composition class and/or the AP Language and Composition Exam.</p> <p>To achieve these goals, and increase college readiness in 2019-20 and beyond, students have participated in College Now programs that provide students access to college level courses at CUNY institutions. In recent years, students have taken English and Psychology courses. Going forward we plan to increase the number of participants by establishing more direct connections with specific professors and departments at City College, which is within walking distance from our school. Students who take and pass College Now class receive college credits as a high school student.</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 6	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	Math Regents Exam Data 61% of all students passed a math Regents with a score of 75+, whereas 89% passed with a 65+.	Not Met	
Academic Goal 7	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted	ELA Regents Exam Data 57% of SWD passed English Regents with a score of 75+, whereas 100% passed with a 65+.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	<p>toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.</p>			

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 8	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	Math Regents Exam Data 14% of SWD passed a math Regents with a score of 75+, whereas 86% passed with a 65+.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>	<p>ELA Regents Exam Data 25% of ELL students passed English Regents with a score of 75+, whereas 75% passed with a 65+. Note that there were only 4 ELL students in this cohort.</p>	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 10	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math regents exam during the time they were actively enrolled at the school, and only math regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were</p>	<p>Math Regents Exam Data</p> <p>None of the four ELL students passed a Math Regents with a score of 75+, whereas 50% passed with a 65+.</p>	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 11	For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at counted. Students will be considered qualified for the free	<p>ELA Regents Exam Data</p> <p>73% of ED students passed English Regents with a score of 75+, whereas 99% passed with a 65+.</p>	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	<p>or reduced price lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>			
Academic Goal 12	<p>For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra</p>	<p>Math Regents Exam Data</p> <p>65% of ED passed a math Regents with a score of 75+, whereas 89% passed with a 65+.</p>	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	<p>2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math regents exam during the time they were actively enrolled at the school, and only math regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the free or reduced price lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>			
Academic Goal 13	<p>Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	<p>NYS 3-8 ELA Exam 2018 and 2019 ELA Exams The grade 5-8 aggregate percent proficient decreased from 38% in 2018 to 27% in 2019.</p>	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 14	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS 3-8 Math Exam 2018 and 2019 Math Exams The grade 5-8 aggregate percent proficient decreased from 38% in 2018 to 27% in 2019.	Not Met	
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Common Core English Regents Based on the Annual Regents Outcomes in the L2RPT system, 89 percent of students passed the Regents in 2018 and 92 percent did so in 2019.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 16	In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Math Regents Exam Data Based on the Annual Regents Outcomes in the L2RPT system, 72 percent of students passed the Regents in 2018 and 72 percent did so in 2019.	Not Met	
Academic Goal 17	In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Common Core Geometry Results Based on the Annual Regents Outcomes in the L2RPT system, 18 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 18	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Common Core Algebra II Results Based on the Annual Regents Outcomes in the L2RPT system, 25 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	
Academic Goal 19	In each year of the charter term, the school will demonstrate increased pass rates on either the Global History and Geography or US History and Government Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Social Studies Regents Results Global History Based on the Annual Regents Outcomes in the L2RPT system, 77 percent of students passed the Regents in 2018 and 81 percent did so in 2019.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 20	In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents exam. Goal will be applicable if six or more students take the same science Regents exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Chemistry Based on the Annual Regents Outcomes in the L2RPT system, 35 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	
Academic Goal 21	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA Exam 16 percent of ELL students scored at proficiency in 2018 and 2 percent did so in 2019.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 22	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)			<p>Comprehensive Middle School Initiatives:</p> <ul style="list-style-type: none"> ● More Targeted Support for Teachers: Our middle school teaching staff experienced turnover at the beginning of the 2018-19 school year. All of our 5th grade teachers were new to the school with the exception of our science teacher. To address the varied levels of experience of our teachers, we have designed a new tiered coaching structure to begin in the 2019-20 school year. In this structure, coaching will be differentiated to meet the needs of each teacher. In summer 2019 preservice, the instructional coaches grouped our teachers and designed coaching cycles for each group. One major focus for coaching in the 2019- 20 school year will be checking for consistent implementation of our curriculum and instructional methods. This will include more frequent oversight and feedback on lesson and unit plans and more frequent in-classroom observation. ● Additional Teaching Assistants: Recognizing a need to provide increased support for students, we are adding teaching assistants (TAs) to every middle school math class in support of our guided math

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>approach. The support of TAs will ensure that math content experts are working in support of our iReady intervention program. This will decrease the student-to-adult ratio in the classroom and will allow teachers greater flexibility to use small groups for differentiated instruction.</p> <ul style="list-style-type: none"> ● Responsive Action Plans in ELA and Math: Following the release of 2019 state scores, the ELA and Math departments developed action plans for improvement, following the NHACS Data/Feedback/Strategy (DFS) data protocol. These action plans distill the key areas of focus for the 2019-20 school year. ● Improved Implementation of iReady: In addition to teaching assistants, we have also moved to a one-to-one (Chromebook) technology environment to implement Google Classroom and strengthen our progress with the iReady intervention program. Further, we also invested in improving Wi-Fi throughout our facility to ensure that students and faculty have fast access to all intervention software. ● Increased Length of Saturday Academy and Wednesday Academy: In the

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>past, our Saturday Academy and Wednesday Academy for struggling students started in January. Now, recognizing that our most struggling students need additional support, we are increasing the length of these academies. Both academies will now start in October.</p> <ul style="list-style-type: none"> Continued Afterschool and Saturday programs partnership: The Community Association of Progressive Dominicans (ACDP) supports 115 students from grades 6-8 each year on skill building experiences and reinforcing daily educational practice. The program is in its second year at NHACS and has supported an increase in student and family engagement. ACDP has also worked with our students to cultivate leadership skills through service learning and other civic engagement opportunities. The students participate in the program Monday through Friday from 4:30 pm- 6:00 pm, one Saturday per month from 9:00 am-3:00 pm, and over school breaks. They receive homework help and tutoring, opportunities to explore interests and creativity through clubs, a focus on Science, Technology, Engineering, Art, and Mathematics (STEAM), and

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>exposure to project- based learning inclusive of trips.</p> <ul style="list-style-type: none"> ● Increased Teacher Exposure to the ELA and Math State Exams: In past years, HACS teachers have participated in scoring the state exams. This practice helped teachers understand what students would be asked to do during their state testing. In 2018-19, it was not possible to send teachers for scoring due to our staffing arrangement. Going forward, we will provide teachers with the opportunity to take sample state exams. We anticipate that this will help teachers better prepare their students for the demands of the 2020 state exams. ● Building Students' Intrinsic Academic Motivation: We are also focused on student motivation as a means to improve academic outcomes. We will be working to build students' intrinsic motivation through the use of student directed improvement systems (SDIS). In SDIS, students track their own academic progress and set goals for improvement. In 2019-20, students will participate in weekly and quarterly SDIS data meetings. NHACS aligns SDIS conversations with the NHACS Pathways to Excellence, which

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>describes the habits of mind and action needed for success in school and life (see page 29 of the 2019-20 Student Handbook).</p> <ul style="list-style-type: none"> ● Continued Professional Development: Inquiry by Design targeting building teacher capacity to strengthen reading, writing, and vocabulary skills, and the Framework for Intentional and Targeted Teaching Institute to help teachers deepen their understanding of instructional routines and procedures that lead to increased student success. <p>5th Grade Initiatives</p> <ul style="list-style-type: none"> ● Stability in 5th Grade Teaching Team: In 2018-19, every teacher on the 5th grade team was new to NHACS with the exception of the science teacher. All of these teachers are still on staff, although the science teacher has moved to a new position in the NHACS High School. In 2018- 19, 2 of the new 5th grade teachers were hired after the New Teacher Academy (NTA; see more on page 28) concluded. They were unable to take part in this training and this impacted their ability to fully implement the NHACS program approach to classroom management. We have learned from this challenge. In

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>2019-20, we are offering an abridged version of the NTA for teachers who start the year after it is offered in August. To address teacher retention in key positions, we are working to ensure that teachers feel fully supported in their roles at NHACS. In 2019-20 we are increasing the coaching cycle and offering differentiated support by tiering teachers (see more on page 30). NHACS has multiple layers of support available to 5th grade teachers including from the Assistant Principal, Principal, Instructional Coach, and Humanities Teacher. We recognize that we must do a better job of coordinating support in the 2019- 20 school year to ensure that our support team is being effectively deployed where it is most needed. Further, we are sending 3 of our 5th grade teachers to professional development sessions on restorative justice and classroom management strategies to help them develop a strong learning culture in their classrooms.</p> <ul style="list-style-type: none"> ● Refine 5th Grade Practices: In the 2018-19 school year, due to staff transitions, curricular resources for the units of study were

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				incomplete. This resulted in a lack of alignment and appropriate pacing for the year. We have completely rectified this challenge and all units of study are intact for the 2019-20 school year. In addition, we have added a Teaching Assistant to the 5th grade math classroom for the 2019-20 school year to full implementation of our approach to math instruction.
Academic Goal 23	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA Exam 38 percent of ED students scored at proficiency in 2018 and 26 percent did so in 2019.	Not Met	
Academic Goal 24	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic	NYS Math Exam 7 percent of ELL students scored at proficiency in 2018 and 4 percent did so in 2019.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)			
Academic Goal 25	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Math Exam 13 percent of SWD students scored at proficiency in 2018 and 16 percent did so in 2019.	Met	
Academic Goal 26	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math	NYS Math Exam 28 percent of ED students scored at proficiency in 2018 and 19 percent did so in 2019.	Not Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)			
Academic Goal 27	For each year of the next charter term, the school's 4-year graduation rate as of August each year as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 88% of the NHACS 2015 4 Yr Cohort graduated. Citywide graduation rates have not been made public yet.		
Academic Goal 28	For each year of the next charter term, the school's 4-year graduation rate as of August each year for English language learners as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 56% of the NHACS 2015 4 Yr Cohort of ELL students graduated.		
Academic Goal 29	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 100% of the NHACS SWD 2015 4 Yr Cohort graduated.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 30	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students eligible for free or reduced price lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this)	Graduation Rates: 89% of the NHACS ED 2015 4 Yr Cohort graduated.		
Academic Goal 31	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 32	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 33	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			

APPENDIX F: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

Our recruitment and outreach efforts target Manhattan's CSD 6 and surrounding neighborhoods as well as the South Bronx. We conduct multiple canvases in the neighborhood and send a targeted mailing to the following zip codes, which have high concentrations of families living in poverty: 10023, 10025, 10026, 10027, 10029, 10030, 10031, 10032, 10033, 10035, 10037, 10037, 10040, 10452, 100453, 10456, 10458, 10467, and 10451. At our open house, we describe the supports that our program offers, including an extended day, academic intervention, and a commitment to meeting students where they are. In 2018-19 we invested in ads on MTA bus shelters in the neighborhood.

ENGLISH LANGUAGE LEARNERS

The community demographic of is largely Latinx. In response we have intentionally reached out to organizations that cater to Spanish speakers and English Language Learners, such as Esperanza Center, ACDP, Alianza Dominicana, Sinergia, the Association of Progressive Dominicans as well as our local CSE.

STUDENTS WITH DISABILITIES

NHACS reaches out to the CSE offices in Manhattan and the South Bronx. The Family Coordinator sends information packets that include applications and general information about NHACS. Packets were sent to: The Children's Aid Society, YAI, Seen Beyond Disabilities, Harlem Dowling Westside Center, Center for Children's Initiatives, and Resources for Children with Special Needs.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

As almost 100% of our population is economically disadvantaged, our entire program is designed to support ED students. We provide intensive support to help students—most of whom come to NHACS with proficiency levels below their grade level—achieve their learning potential. We offer an extended school day, targeted academic interventions for all students, and instructional practices and methods driven by student

performance data. Our extended school day runs longer than the traditional NYC public school day. The extra hour is used for daily academic intervention classes where students are grouped according to their academic needs. Intervention teachers plan lessons that help students master the content and skills needed for college and career readiness. We also offer after school tutoring and Regents exam prep, Saturday SAT prep for our juniors, and summer enrichment programs. Our instructional staff are engaged in consistent, supportive, and ongoing coaching and professional development connected to the New York State Learning Standards.

ENGLISH LANGUAGE LEARNERS

NHACS has a full-time ENL teacher that holds small group interventions throughout the school year and pushes into the classroom to provide additional support for those students. Two out of three of our Social Workers are bilingual and provide mandated as well as non-mandated services as needed. All school communications are disseminated to families in Spanish. In addition, staff in the main office is fluent in Spanish. Finally, if necessary a translator is provided for family meetings.

STUDENTS WITH DISABILITIES

NHACS has a Director of Student Support (DSS) that is committed to the success of students with disabilities. During our recruitment, we always express that we are inclusive and share with families all the services provided. The DSS and Learning Strategist meet with families regularly to discuss student progress toward goals.

NHACS retains students at a rate of over 90% every year. Specific retention strategies for at-risk subgroups are described below. One strategy that NHACS employs for all students is our annual re-enrollment process that is held with all families to ensure that we are retaining most of our students and meeting the needs of our subgroups.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

-
- ⁱ Number of students actively enrolled on October 31, 2019 as recorded in ATS.
- ⁱⁱ Calculations based on data reported by the school in its renewal data collection form.
- ⁱⁱⁱ State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.
- ^{iv} School report card at data.nysed.gov.
- ^v NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.
- ^{vi} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.
- ^{vii} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.
- ^{viii} School report card at data.nysed.gov.
- ^{ix} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.
- ^x School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.
- ^{xi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:
- Parent 1 – “How satisfied are you with the education your child has received this year?”
 - Parent 2 – “The principal promotes family and community involvement in the school.”
 - Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
 - Teacher 2 – “Teachers work closely with families to meet students’ needs.”
 - Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
 - Student 1 – “It’s clear what I need to do to get a good grade.”
- ^{xii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from an October 31st

ATS pull for the evaluated year and includes students formerly identified as part of the subgroup when applicable.

^{xiii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xiv} Annual school audit

^{xv} Annual school audit

^{xvi} Number of students actively enrolled on October 31, 2019 as recorded in ATS.

^{xvii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xviii} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.

^{xix} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.