



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Equality Charter School

SCHOOL YEAR 2019-2020

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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

Equality Charter School	
DBN	84X488
School Leader(s)	Caitlin Franco; Amanda Huza; Favrol Philemy
Board Chair(s)	Ed Hubbard
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	11, 8
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(X160) 4140 Hutchinson River Parkway East, Bronx, NY 10475 Grades at Building: 6-8 Facility Owner: DOE Owned (XADU) 2141 Seward Avenue, Bronx, NY 10473 Grades at Building: 9-12 Facility Owner: Non-DOE Owned
2019-2020 Enrollment ⁱ	639
2019-2020 Grades Served	6-12
Current Authorized Enrollment	650
Current Authorized Grade Span	6-12
School Opened For Instruction	2009-2010
School Year of First Renewal	2013-2014
School Year of Second Renewal	2017-2018
Current Charter Term ¹	July 01, 2018 - June 30, 2020

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.

RENEWAL RECOMMENDATION

Equality Charter School (ECS) has satisfied the conditions placed upon it for future renewal.

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

Recommendation	
Proposed New Charter Term	Full Term, 5 years July 1, 2020 – June 30, 2025
Proposed Authorized Grade Span for New Charter Term	K-3, 6 – 12
Proposed Authorized Enrollment for New Charter Term	1,010

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)
K	0	0	0	90	90	90
1	0	0	0	90	90	90
2	0	0	0	0	90	90
3	0	0	0	0	0	90
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	90	90	90	90	90	90
7	90	90	90	90	90	90
8	90	90	90	90	90	90
9	90	90	90	90	90	90
10	90	90	90	90	90	90
11	90	90	90	90	90	90
12	110	110	110	110	110	110
TOTAL	650	650	650	830	920	1,010

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

ECS received a 2-year short-term renewal in the 2017-18 academic year with the following conditions:

Current Charter Conditions	On Target / Not On Target/Met/Not Met	Notes
1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for English Language Learners (ELLs) and ultimately meet the host community school district enrollment rates by the end of the charter term.	On Target	2018-19: ELL enrollment increased by 3.5%

ECS was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

ECS is a middle and high school located in the Baychester neighborhood of the Bronx. The school is located in a NYC DOE-operated building in Community School District 11 and in private space in Community School District 8. The school is co-located with P.S. 160 Walt Disney Elementary school and P.S.168.²

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "Equality Charter School is committed to delivering equal access education by providing a seamless seven year, 6-12th grade education. Equality accomplishes this by reinforcing the foundation for rigorous college, post-secondary education, and career planning guidance and preparation impelling scholars' high academic achievement through a common core aligned, standards-based curriculum. Equality nurtures a safe, positive, and proactive learning environment, both academically and socio-emotionally, for scholars, staff, and parents."

CURRENT SCHOOL LEADERSHIP TEAM⁴

School Leader Name	Position	Years at School
1. Caitlin Franco	Executive Director	11.0
2. Amanda Huza	Principal	10.0
3. Jocelyn Kelly	Director of Curriculum and Instruction	6.0
4. Gabriel Park	Chief Financial Officer	9.0

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.

School Leader Name	Position	Years at School
5. Favrol Philemy	Principal	10.0

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, ECS 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	○	2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2018-19: Not Met See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	○	2018-19: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2018-19: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	2018-19: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2018-19: Met See Figure 3

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 Science exam proficiency rates meet or exceed comparable Citywide rates	●	2018-19: 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	●	2018-19: Met See Figure 4
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	●	2018-19: Met See Figure 5
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	●	2018-19: Met See Figure 6
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	●	2018-19: Met See Figure 8
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	○	2018-19: Not Met See Figure 7
Graduation rates meet or exceed Citywide rates ⁸	●	2018-19: Met See Figure 9
Academic Growth		
NYS ELA exam proficiency rates increase	○	2018-19: Not Met See Figure 1
NYS Math exam proficiency rates increase	○	2018-19: Not Met See Figure 2
Total cohort exam pass rates in Regents English Language Arts increase	●	2018-19: Met See Figure 4
Total cohort exam pass rates in Regents Mathematics increase	●	2018-19: Met See Figure 5
Total cohort exam pass rates in Regents Science increase	●	2018-19: Met See Figure 6
Total cohort exam pass rates in Regents U.S. History & Government increase	●	2018-19: Met See Figure 8

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.

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

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents Global History and Geography increase	○	2018-19: Not Met See Figure 7
Graduation rates increase	●	2018-19: Met See Figure 9
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	○	2018-19: Not Met See Figure 11
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	○	2018-19: Not Met See Figure 11
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2018-19: Met See Figure 14
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	○	2018-19: Not Met See Figure 14
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	○	2018-19: Not Met See Figure 10
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	○	2018-19: Not Met See Figure 10
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2018-19: Met See Figure 13
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	○	2018-19: Not Met See Figure 13
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ⁹ meet or exceed CSD rates	○	2018-19: Not Met See Figure 12
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2018-19: Not Met See Figure 12
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	○	2018-19: Not Met See Figure 15
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	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	

⁹ 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
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	●	2018-19: Met See Figure 16
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	●	2018-19: Met See Figure 17
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	○	2018-19: Not Met See Figure 18
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	●	2018-19: Met See Figure 20
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	○	2018-19: Not Met See Figure 19
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	●	2018-19: Met See Figure 26
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	●	2018-19: Met See Figure 27
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	●	2018-19: Met See Figure 28
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	●	2018-19: Met See Figure 30
Total cohort exam pass rates in Regents Global History and Geography for FRPL meet or exceed Citywide rates	○	2018-19: Not Met See Figure 29
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	●	2018-19: Met See Figure 31

Standards	Charter Term Outcomes ⁵	Details
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹⁰	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹¹	●	2018-19: Met See Figure 33
College & Career Preparatory Course Index meet or exceeds Citywide average	○	2018-19: Not Met See Figure 34
College Readiness Index meet or exceeds Citywide average	○	2018-19: Not Met See Figure 35

¹⁰ 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.

¹¹ 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, ECS has 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 TRUSTEES¹²

Board Member Name	Position	Committee(s)	Years on Board
1. Ed Hubbard	Board Chair	Academic Accountability, Finance, Governance, Development	10.0
2. Ardian Hasko	Vice Chair	Finance, Development	4.0
3. Erika King	Trustee	Academic Accountability, Development	4.0
4. Jim Stringfellow	Treasurer	Finance, Academic Accountability	3.0
5. Len Gilbert	Secretary	Development, Governance	2.0
6. Ben Costa	Trustee	Academic Accountability, Development	1.0
7. Ayisha Devonish	Trustee	Finance, Academic Accountability	<1.0

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.

RIGOROUS STANDARDS-BASED CURRICULUM

Common core aligned curriculum with a focus on teaching for depth, not breadth.

FULL INCLUSION MODEL

All scholars are educated in full inclusion classrooms with equal access to high education for all.

¹² Board of Trustees as of October 1, 2019.

CAREER FOCUS

Focusing scholars on learning about different careers at a young age to connect with careers first, then to see college as a mechanism with which to attain their dream careers.

NURTURING SCHOOL ENVIRONMENT

Nurturing and supportive school environment that values social development alongside academic achievement.

PROACTIVE AND POSITIVE BEHAVIORAL MODEL

Proactively teaching behavioral expectations.

GROWTH PRIORITY

Valuing and acknowledging growth - for scholars and staff - above everything else.

PARENTS AS PARTNERS

Working with families to create the best school environment possible.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFINGⁱⁱ

In the 2018-19 school year, 2 or 11% of leadership staff left the school; 15 or 24% of instructional staff left the school.

GOVERNANCE

In 2018-2019, the Board had 8 members; this is within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2018-2019 calendar lists 12 meetings, which meets 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 12 times out of the 12 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 16, 2019. Ninety-six (96) individuals attended the hearing. Twenty-five (25) comments were made in support and no comments were made in opposition to the proposed charter renewal. Nineteen (19) letters were received in support of the renewal; zero were received in opposition. Comments in support focused on the strong sense of community at the school and the meaningful relationships between staff and students. Parents and students spoke about social-emotional supports as well as academic.

PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes¹³	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2018-19: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2018-19: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁴	○	2018-19: Not Met See Figure 36
Student attendance rate meets or exceeds CSD average	●	2018-19: Met See Figure 37
Student attendance rate meets or exceeds Citywide average	●	2018-19: Met See Figure 37
Improved student retention rate over prior year	●	2018-19: Met See Figure 38
Decreased student suspension rate over prior year	●	2018-19: Met See Figures 45 and 46
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2018-19: Met
School has documented teacher evaluation procedures	●	2018-19: Met
School has documented professional development opportunities	●	2018-19: Met
School has a formal process for evaluating progress against charter school goals	●	2018-19: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2018-19: Met
Board has developed a succession plan for board and school leadership	●	2018-19: Met

¹³ ● = 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

¹⁴ 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 Outcomes¹³	Details
Board has access to legal counsel	●	2018-19: Met
Board held the required number of meetings per the charter law	●	2018-19: Met
Board meetings consistently meet quorum	●	2018-19: Met
Compliance		
School's ELL enrollment meets CSD rate	○	2018-19: Not Met See Figure 41
School's ELL retention meets CSD rate	○	2018-19: Not Met See Figure 42
School's SWD enrollment meets CSD rate	●	2018-19: Met See Figure 39
School's SWD retention meets CSD rate	●	2018-19: Met See Figure 40
School's FRPL enrollment meets CSD rate	●	2018-19: Met See Figure 43
School's FRPL retention meets CSD rate	●	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	○	2018-19: Not Met The discipline code includes potentially incomplete or misleading procedures for appealing a suspension or expulsion decision
School has followed all applicable lottery and enrollment laws and regulations	●	2018-19: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2018-19: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	○	2018-19: Not Met The school had 41 uncertified teachers which is 26 above the permissible amount

Standards	Charter Term Outcomes¹³	Details
School is in compliance with employee fingerprinting requirements	○	2018-19: Not Met The school had 1 staff member start prior to their fingerprint clearance date.
School has an appropriate safety plan	●	2018-19: Met
School has appropriate insurance documentation	●	2018-19: Met
School is in good standing with the Department of Health	●	2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2018-19: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2018-19: Met

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Equality 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 2019 (FY19) noted the following finding:

“The School is required to be in compliance with the New York State Education Department (“NYSED”) requirements. The teacher certification exemption allows charter schools to have up to 15 uncertified teachers. The School had 30 teachers that were uncertified.”

The school has \$ 72,957 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 Outcomes¹⁵	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2018-19: Met See Figure 47
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2018-19: Met See Figure 48
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2018-19: Met See Figure 49
Debt management – school is meeting all current debt obligations	●	2018-19: Met
Long-term Financial Sustainability¹⁶		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	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	●	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)	●	2018-19: Met See Figure 51
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	

¹⁵ ● = 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

¹⁶ 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

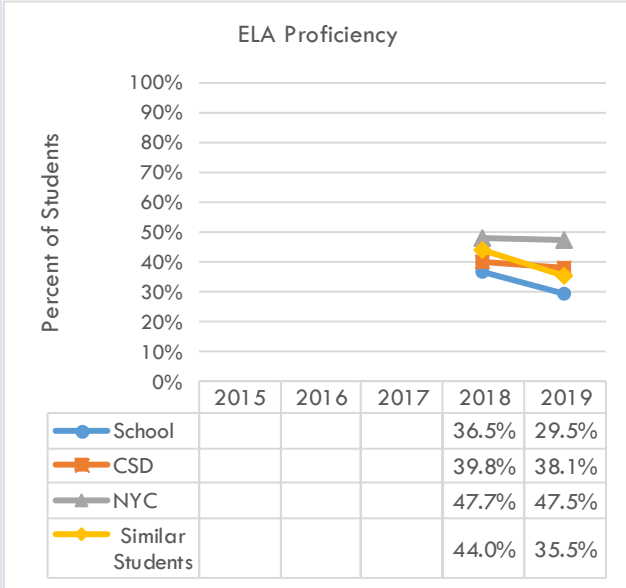


Figure 1

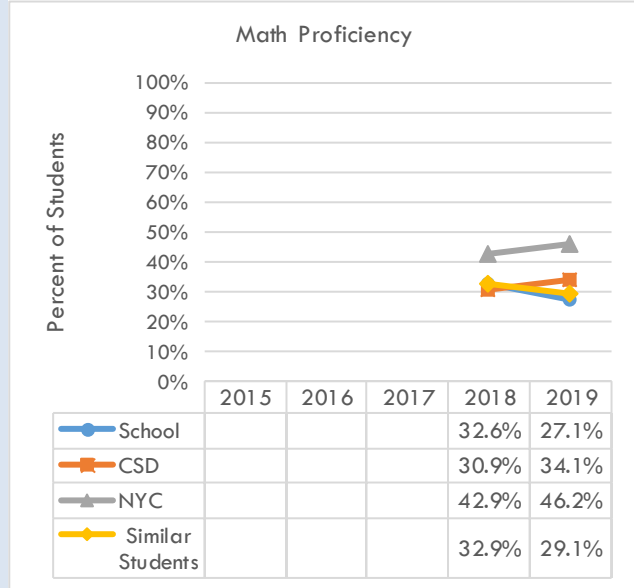


Figure 2

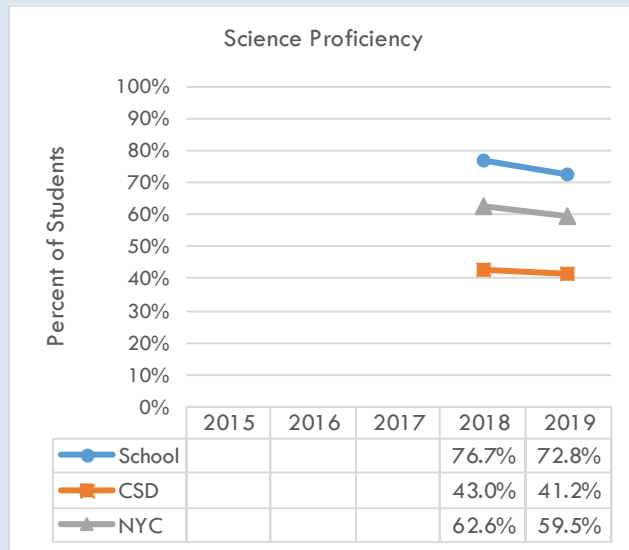


Figure 3

¹⁷ If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

REGENTS PERFORMANCE^{iv}

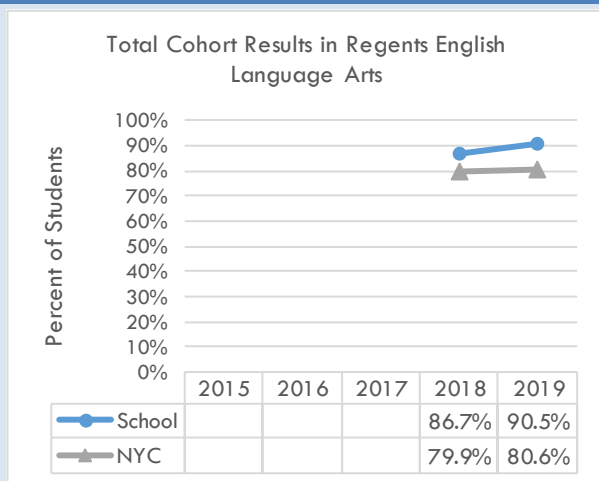


Figure 4

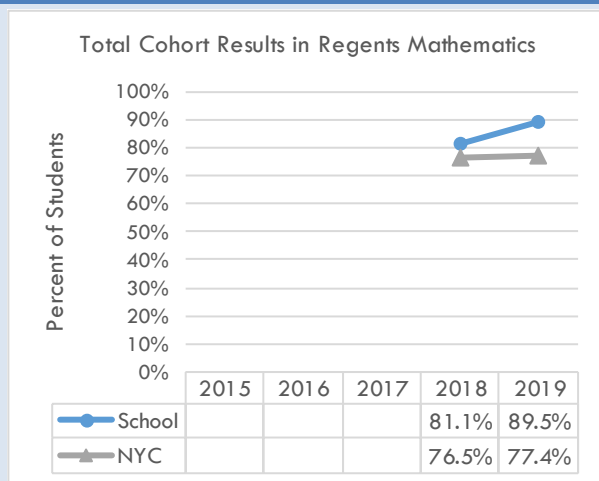


Figure 5

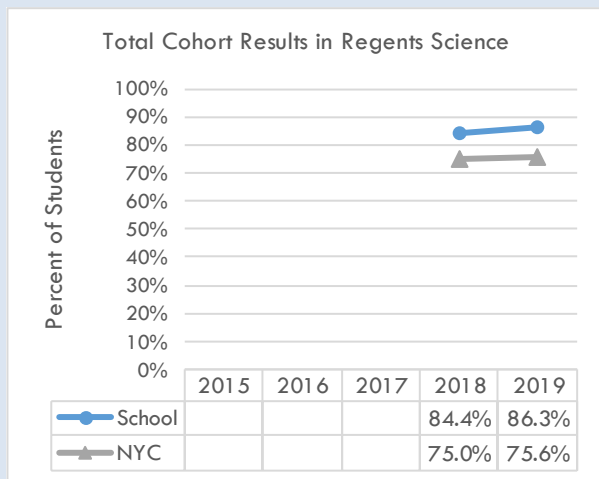


Figure 6

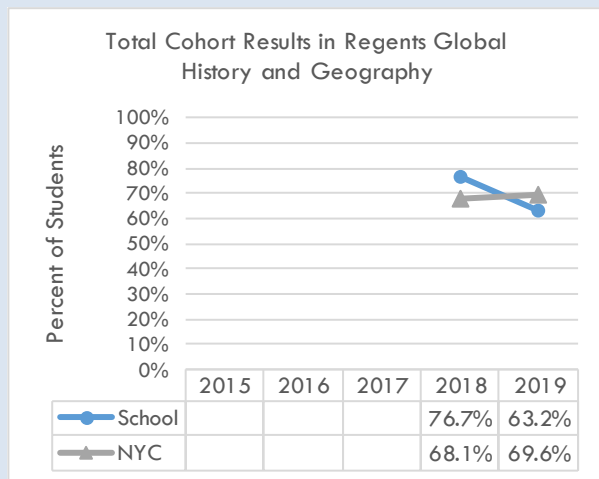


Figure 7

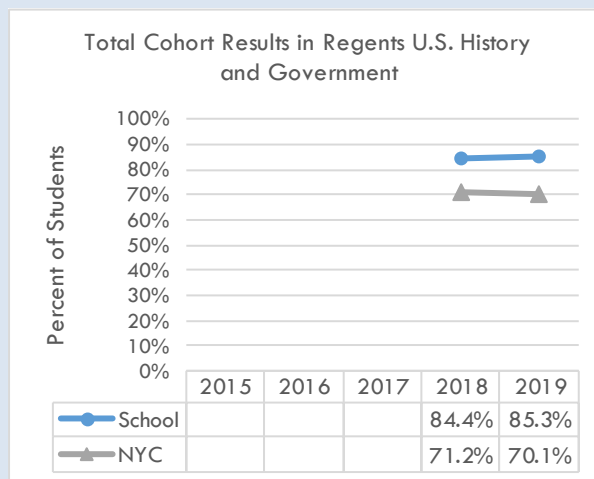


Figure 8

GRADUATION^v

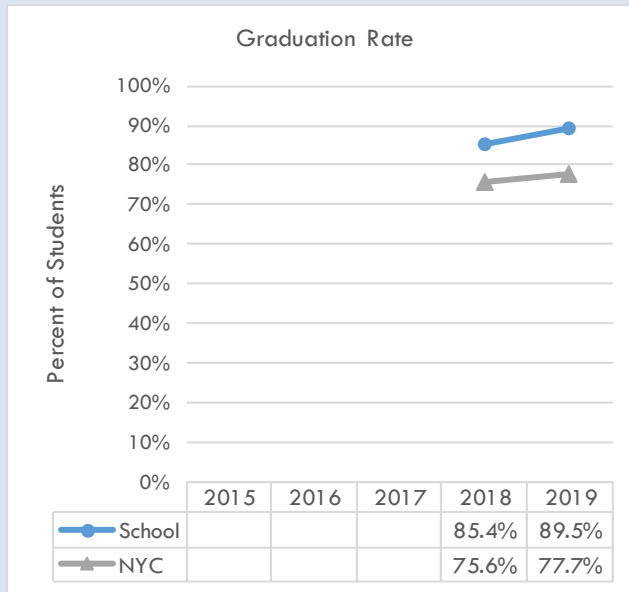


Figure 9

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

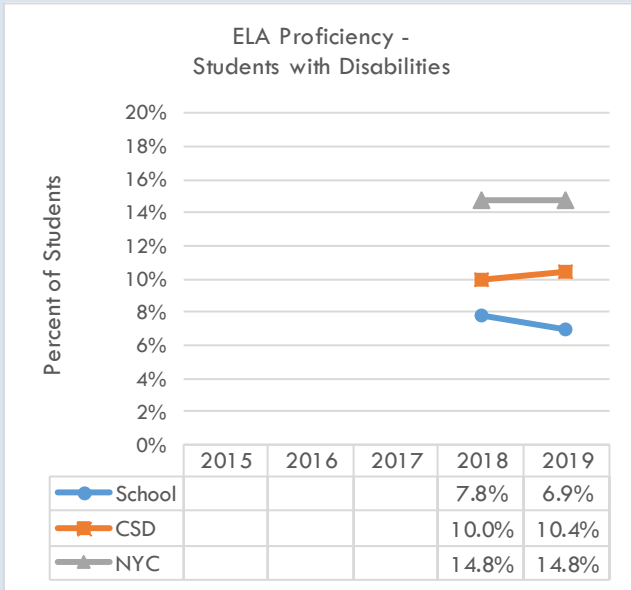


Figure 10

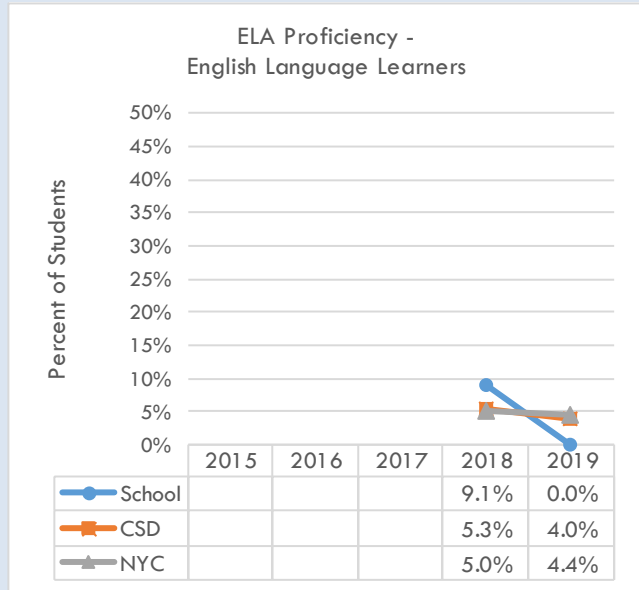


Figure 11

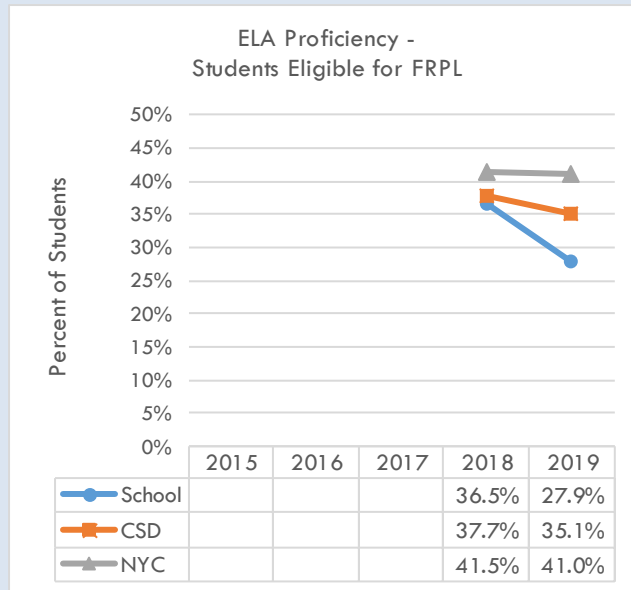


Figure 12

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

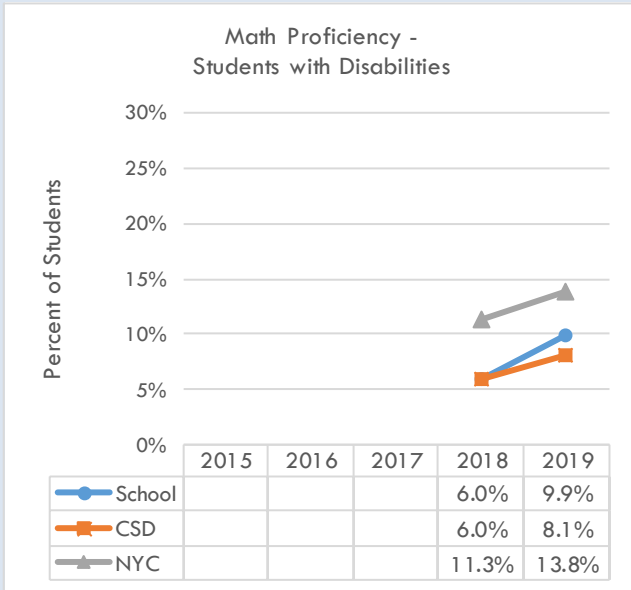


Figure 13

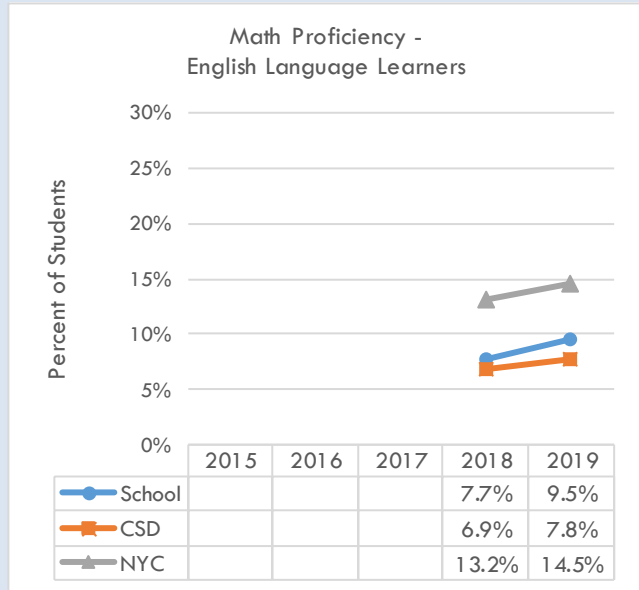


Figure 14

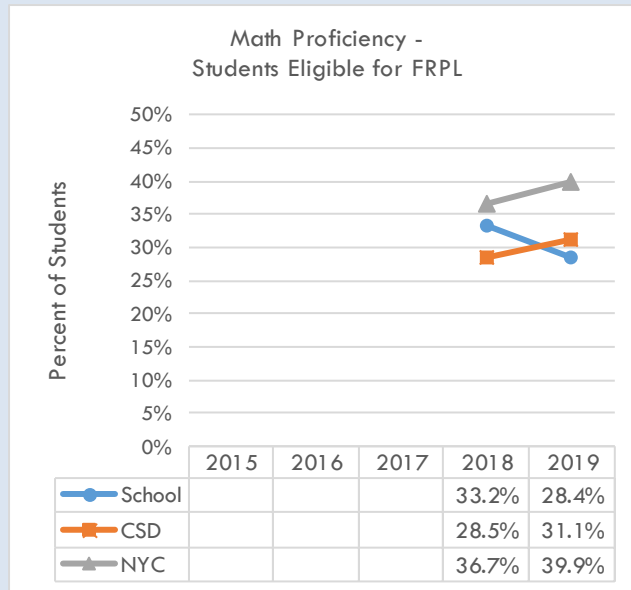


Figure 15

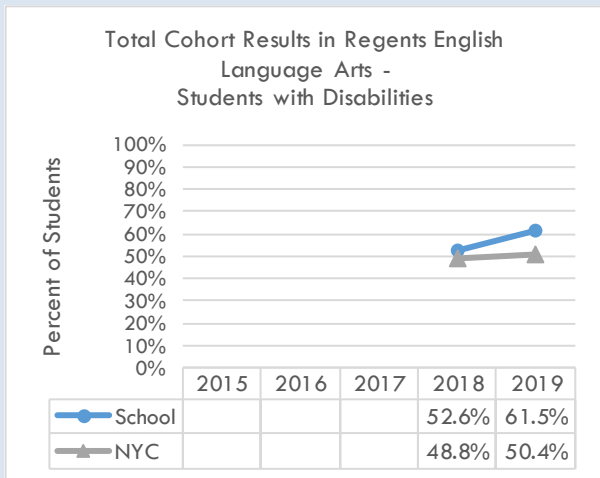


Figure 16

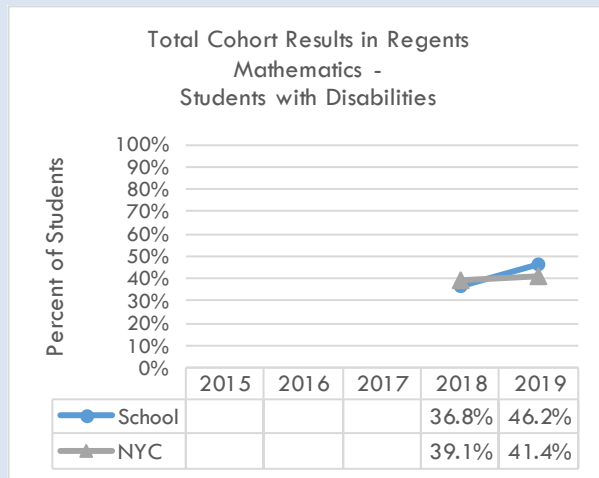


Figure 17

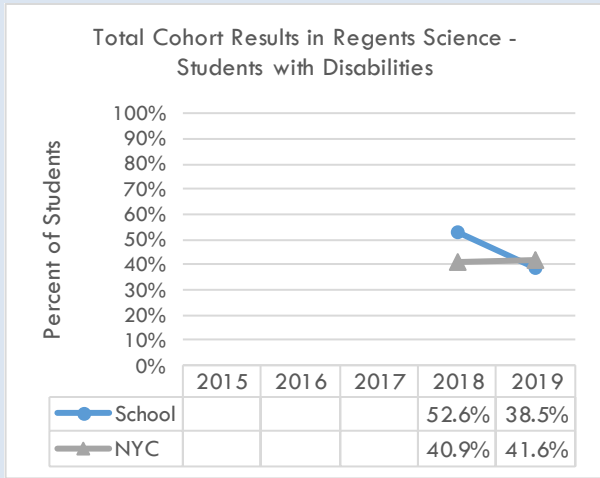


Figure 18

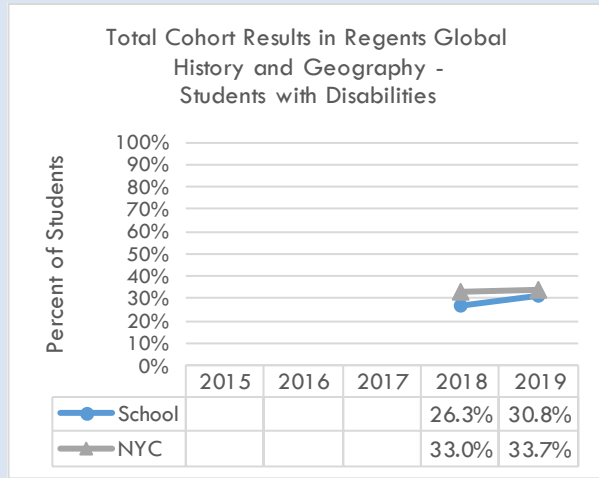


Figure 19

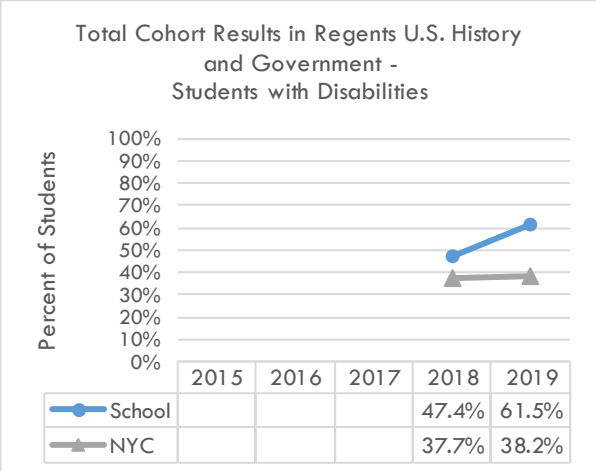


Figure 20

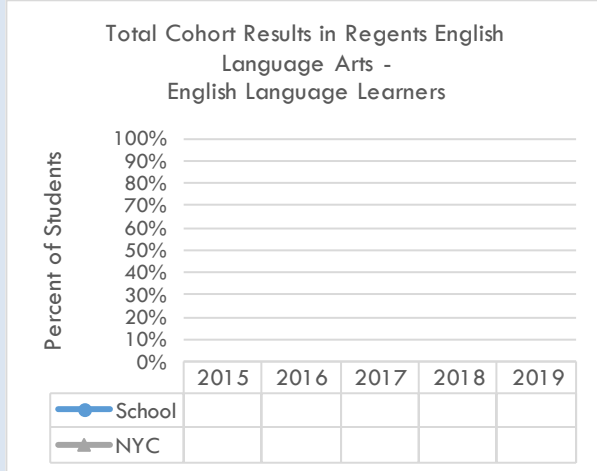


Figure 21

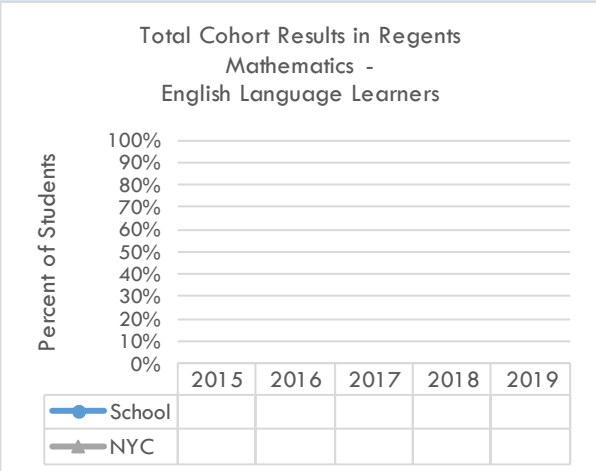


Figure 22

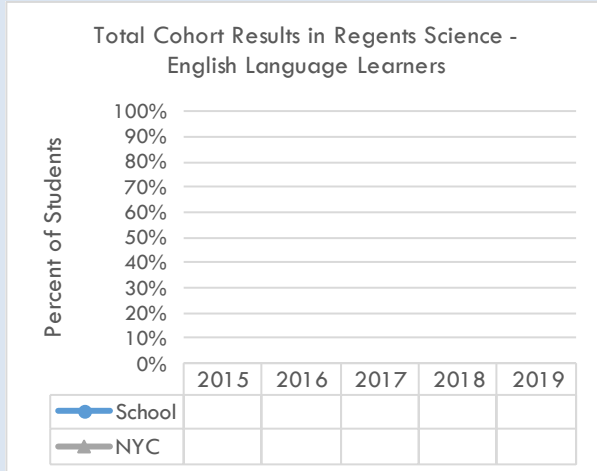


Figure 23

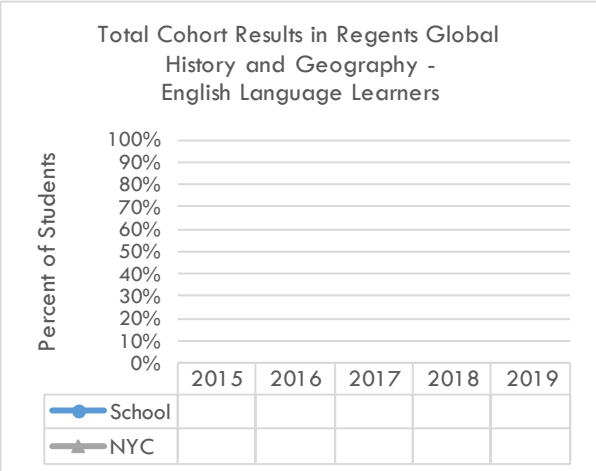


Figure 24

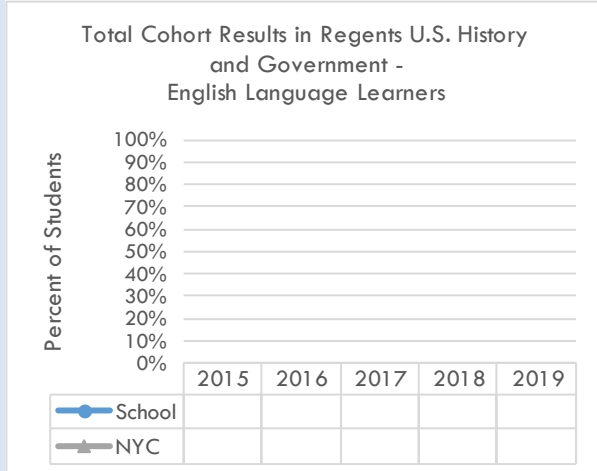


Figure 25

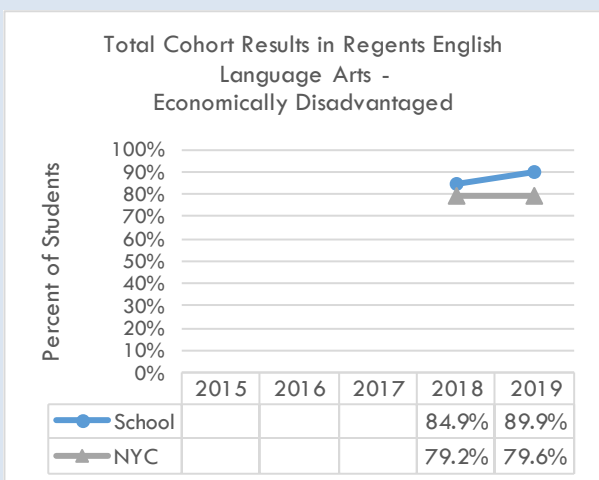


Figure 26

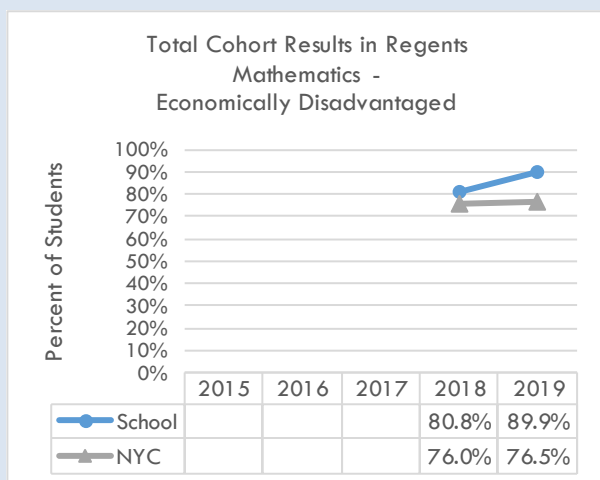


Figure 27

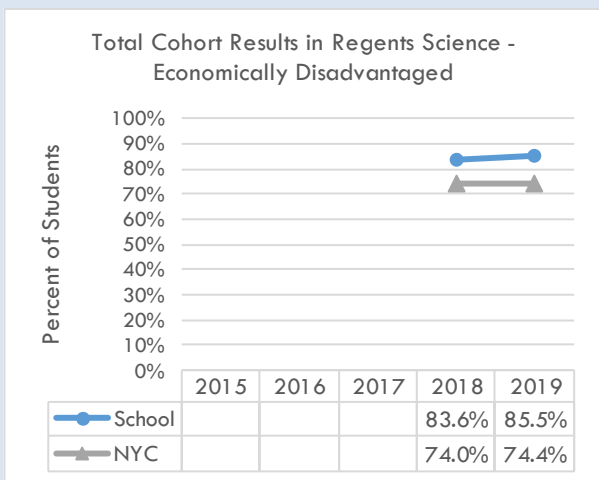


Figure 28

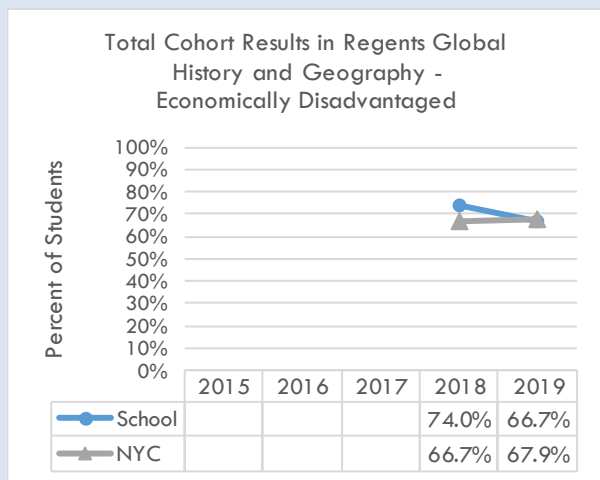


Figure 29

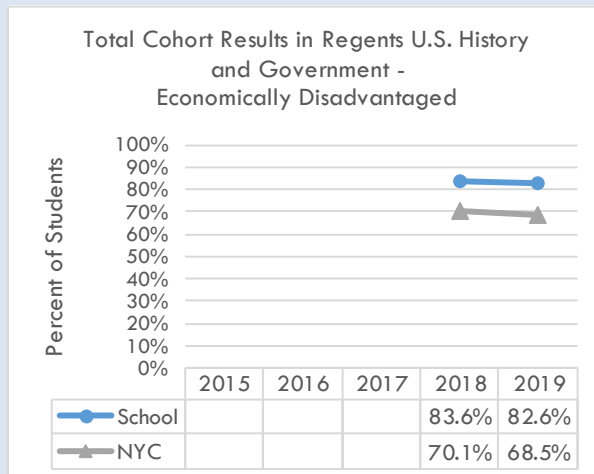


Figure 30

CLOSING THE ACHIEVEMENT GAP - GRADUATION RATE^{ix}

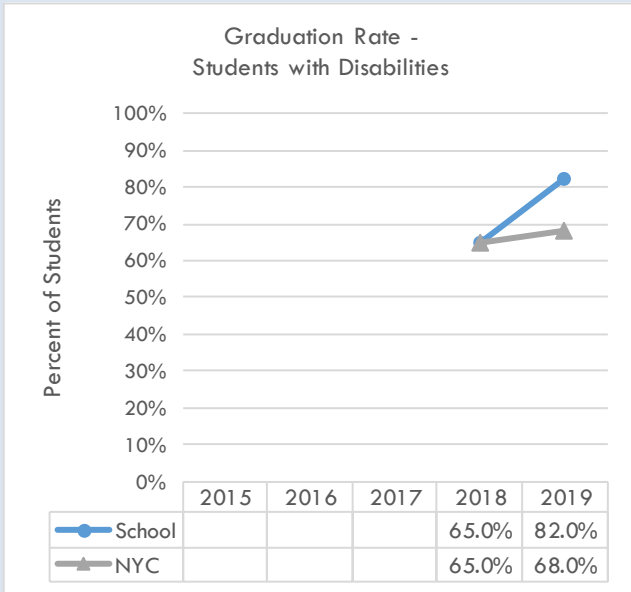


Figure 31

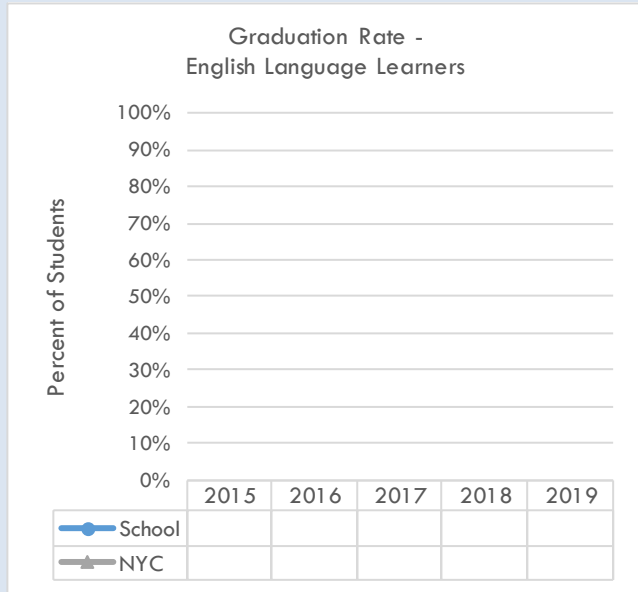


Figure 32

COLLEGE & CAREER READINESS*

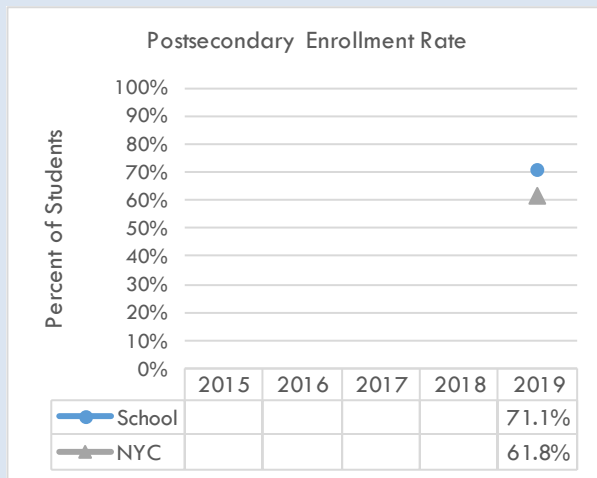


Figure 33

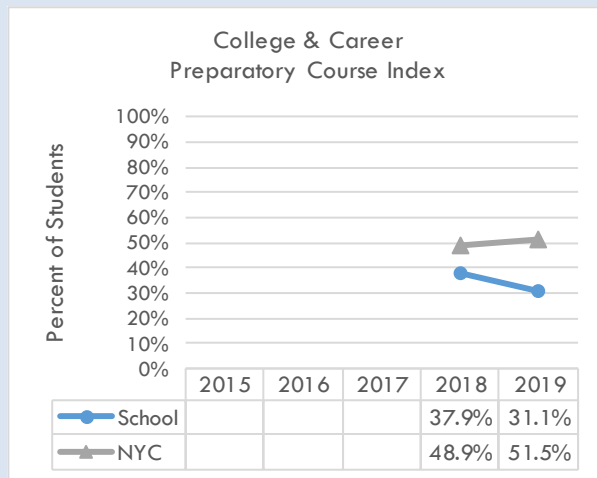


Figure 34

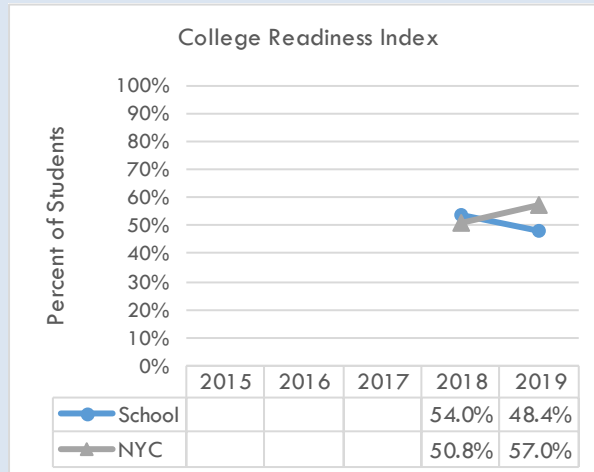


Figure 35

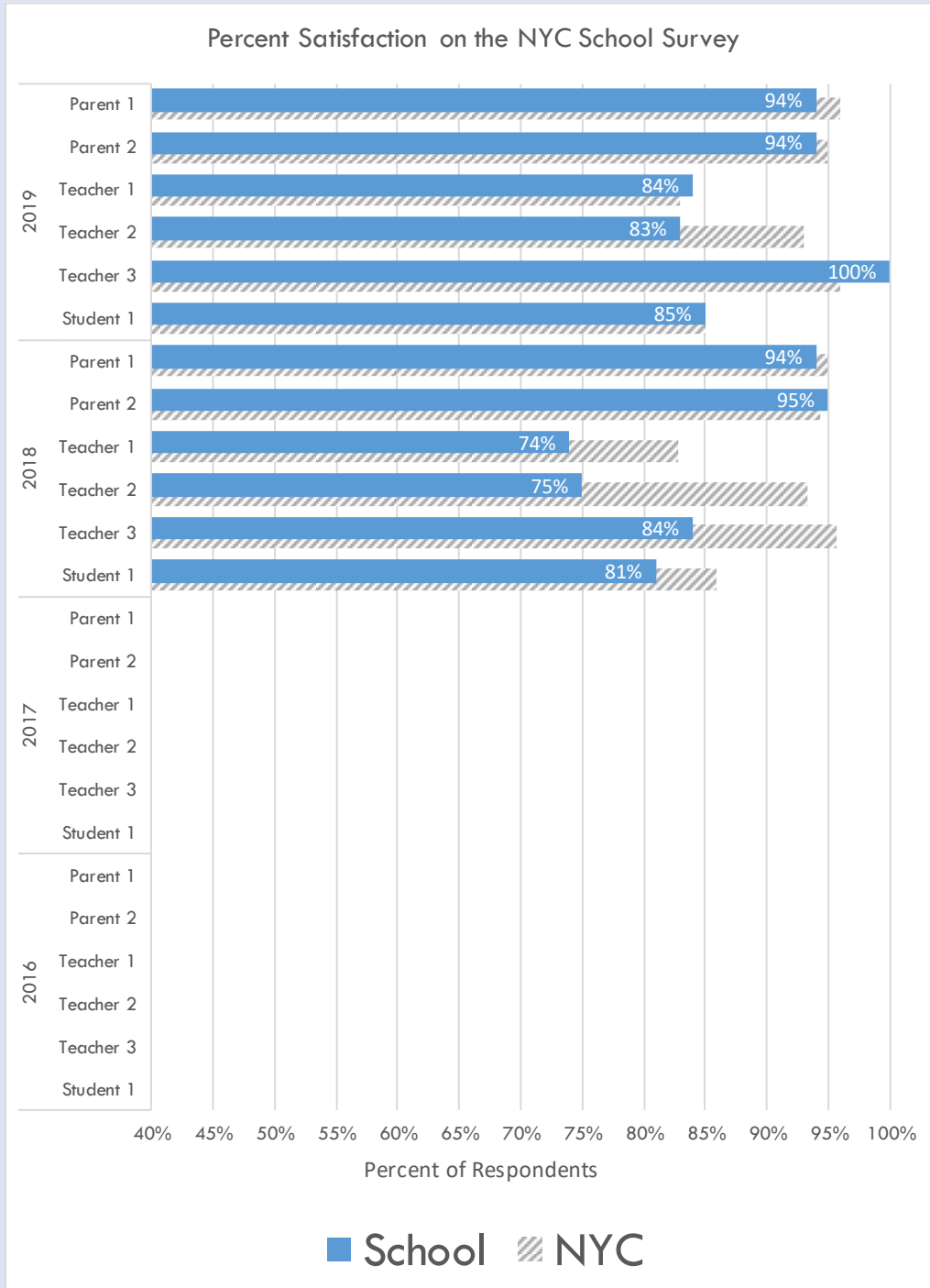


Figure 36

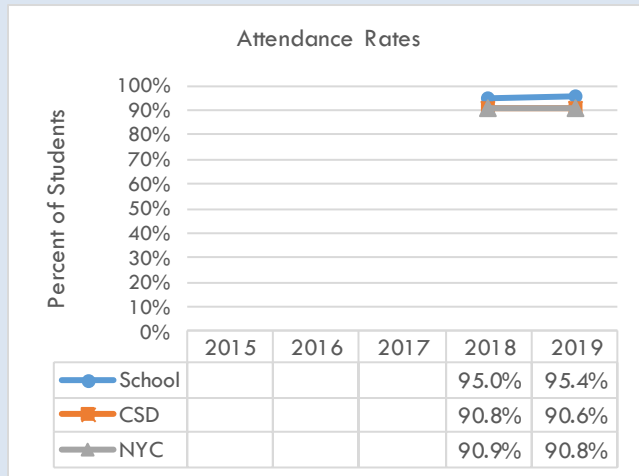


Figure 37

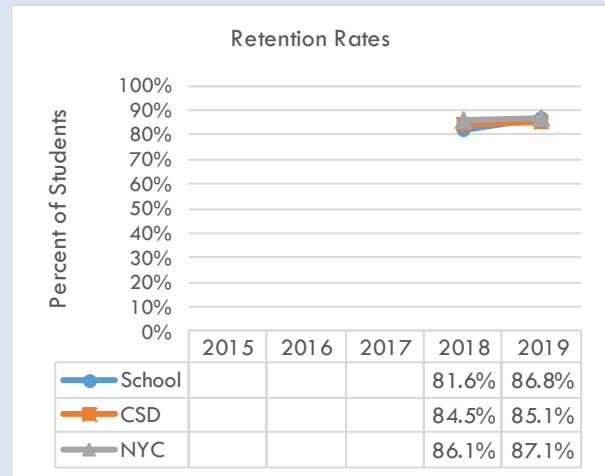


Figure 38

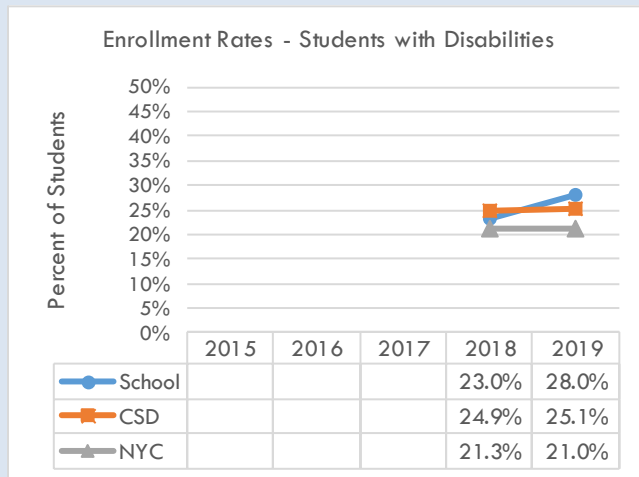


Figure 39

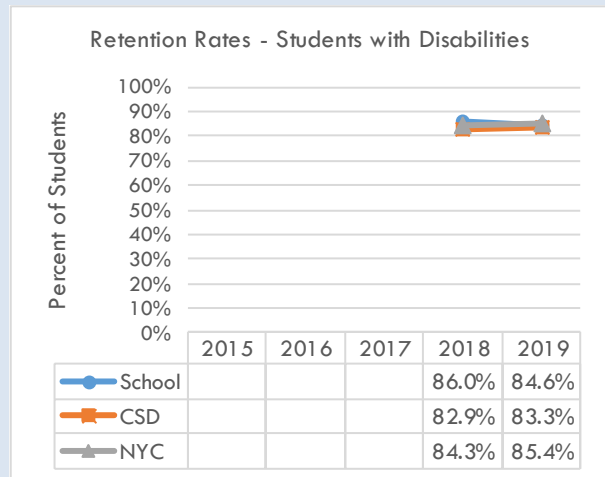


Figure 40

¹⁸ A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

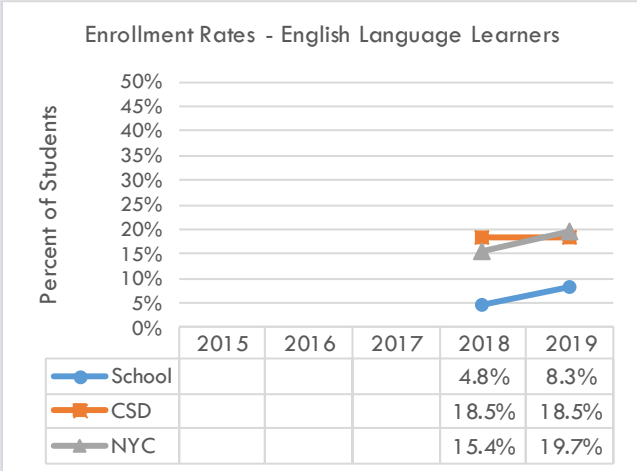


Figure 41

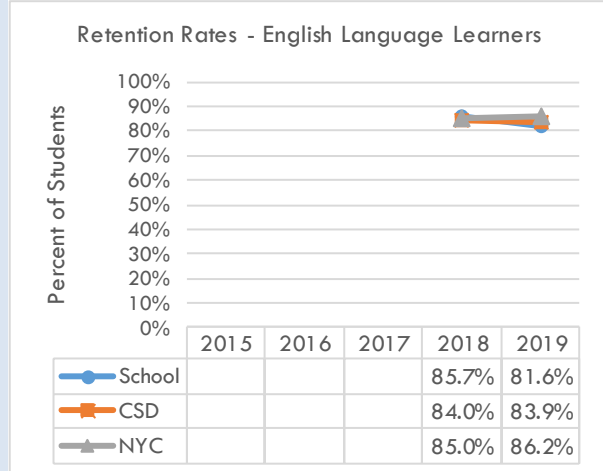


Figure 42

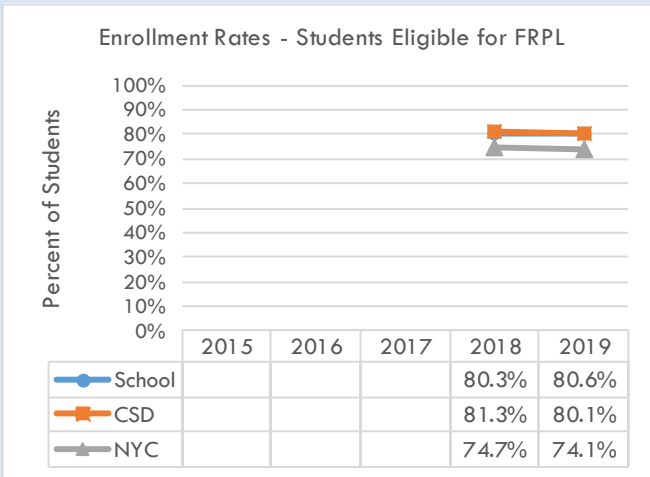


Figure 43

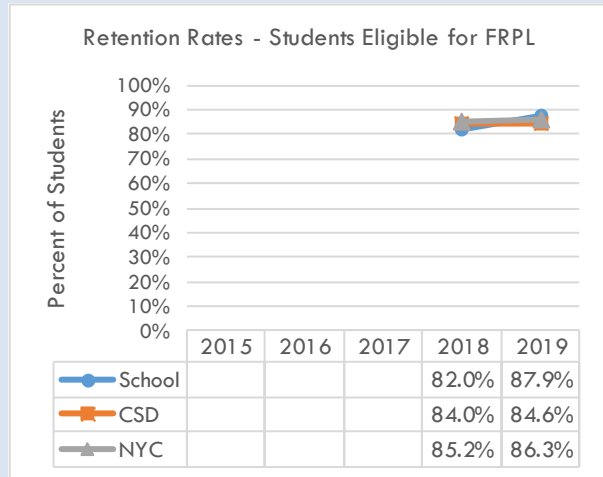


Figure 44

SUSPENSION RATES^{xiii}

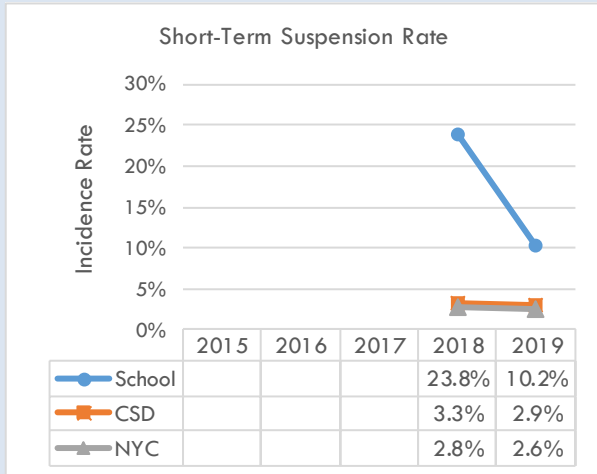


Figure 45

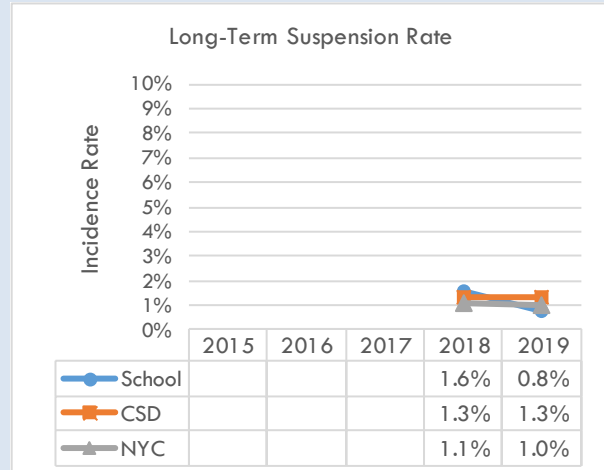
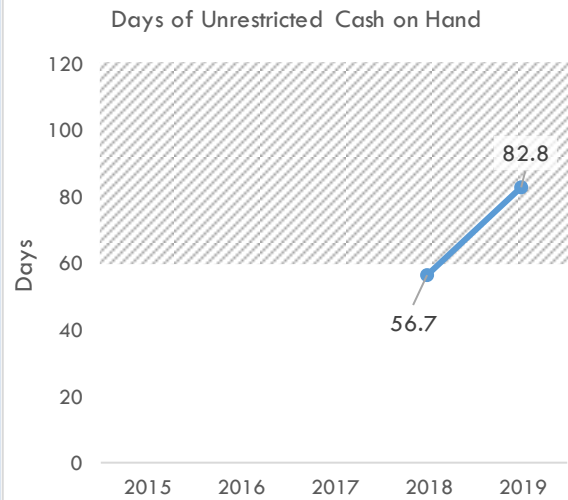


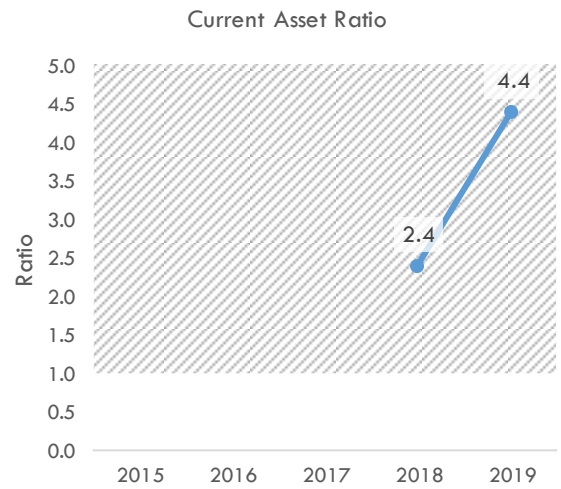
Figure 46

SHORT-TERM FINANCIAL VIABILITY^{xiv}



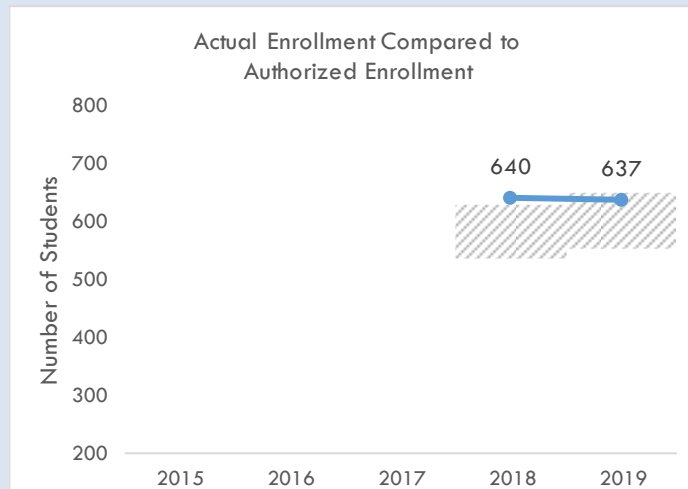
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 47



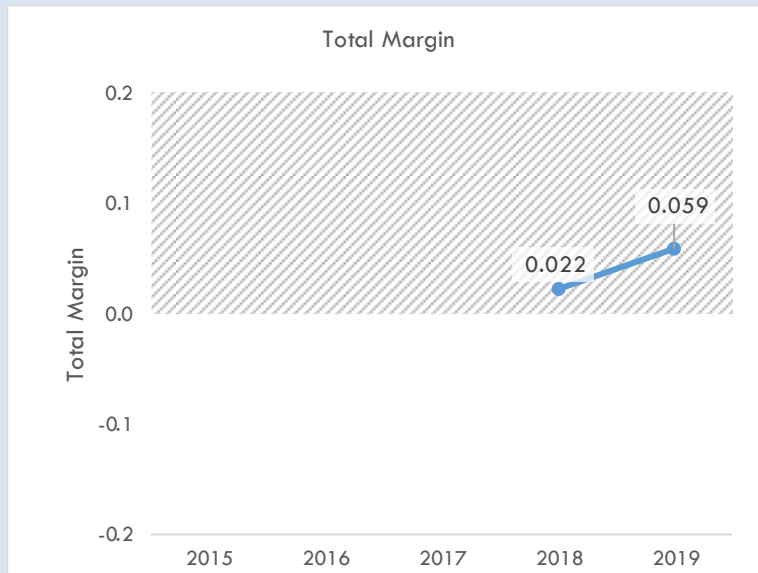
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 48



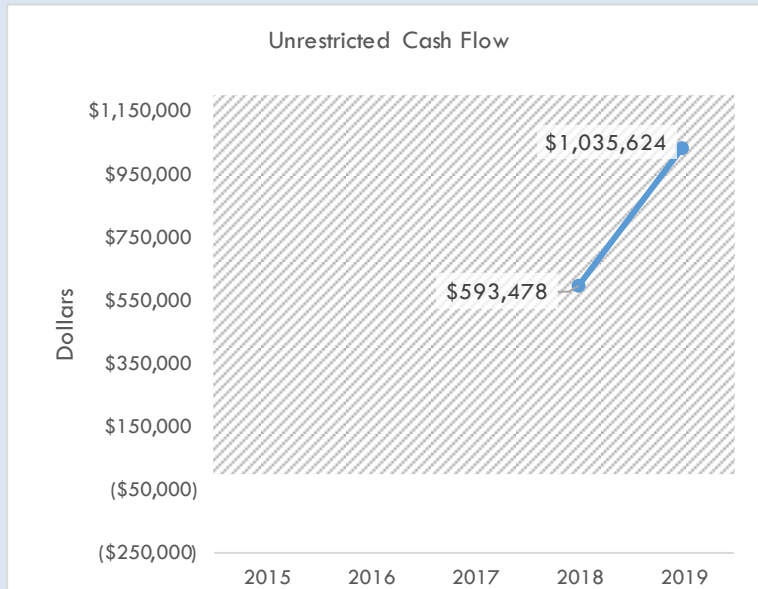
Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 49



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 50



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 51

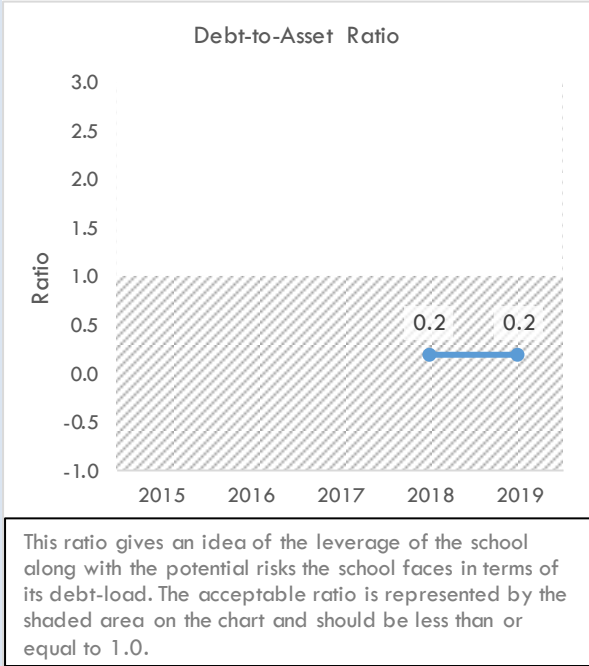


Figure 52

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	182
Pre-Kindergarten Program	N/A
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	4
Primary Entry Grade(s)	6
Additional Grade(s) for which Student Applications are Accepted	7 - 12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2019-2020)	1,500
Number of Students Accepted via the Lottery (School Year 2019-2020)	151
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
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}

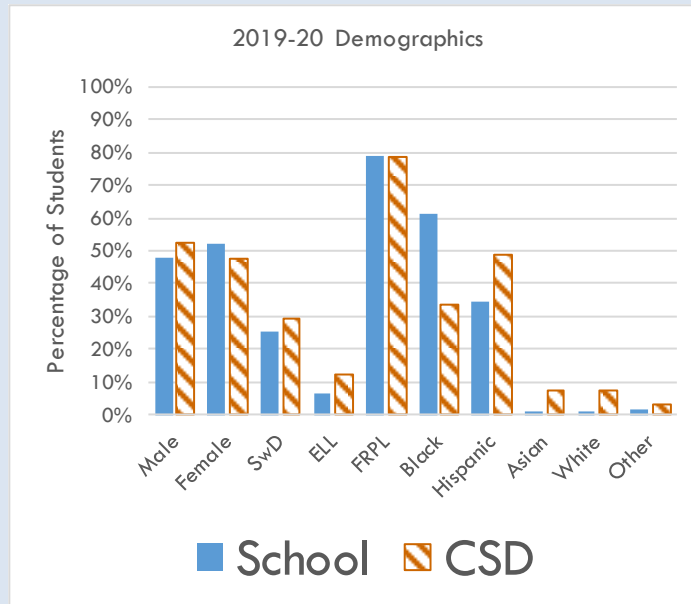


Figure 53

EXPULSION RATES^{xvii}

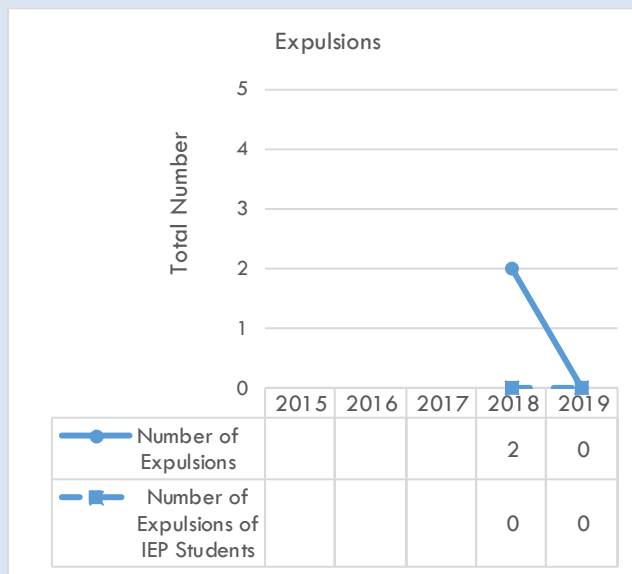


Figure 54

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Equality Charter School on December 16 and December 17, 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.

Middle School:

- Evidence of calm, academically focused lessons grounded in a behavioral objective; CAAT saw mixed evidence of this.
- Evidence of the workshop model (do-now, mini-lesson, group work, independent work, checks for understanding, exit ticket); CAAT saw evidence of this.
- Evidence of appropriate student groupings, small group instruction (based on hinge questions or previous data points); CAAT saw evidence of this.
- Evidence of co-teaching, with a focus on parallel teaching, stations teaching, and small-group instruction; CAAT saw evidence of this.

High School:

- Evidence of established classroom procedures or clear attempt at establishing/managing classroom procedures (transitions, distribution/collection of materials, participation, etc.); CAAT saw evidence of this.
- Evidence of student discourse or attempts at executing activities that foster greater student discussion around content; CAAT saw evidence of this.
- Evidence of the infusion of opportunities for critical thinking/analysis (through questioning or specific tasks); CAAT saw mixed evidence of this.
- Evidence of assessment of learning to inform instruction; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xviii}

GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Equality Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6				36.5%	28.1%
Grade 7				28.4%	20.2%
Grade 8				44.8%	40.9%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5					
Grade 6				-4.9%	-10.4%
Grade 7				-6.5%	-12.2%
Grade 8				1.6%	-2.3%

GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Equality Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6				23.3%	33.0%
Grade 7				23.5%	17.2%
Grade 8				50.0%	31.8%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5					
Grade 6				-4.8%	1.9%
Grade 7				-5.8%	-13.0%
Grade 8				15.3%	-8.5%

ENGLISH/LANGUAGE ARTS

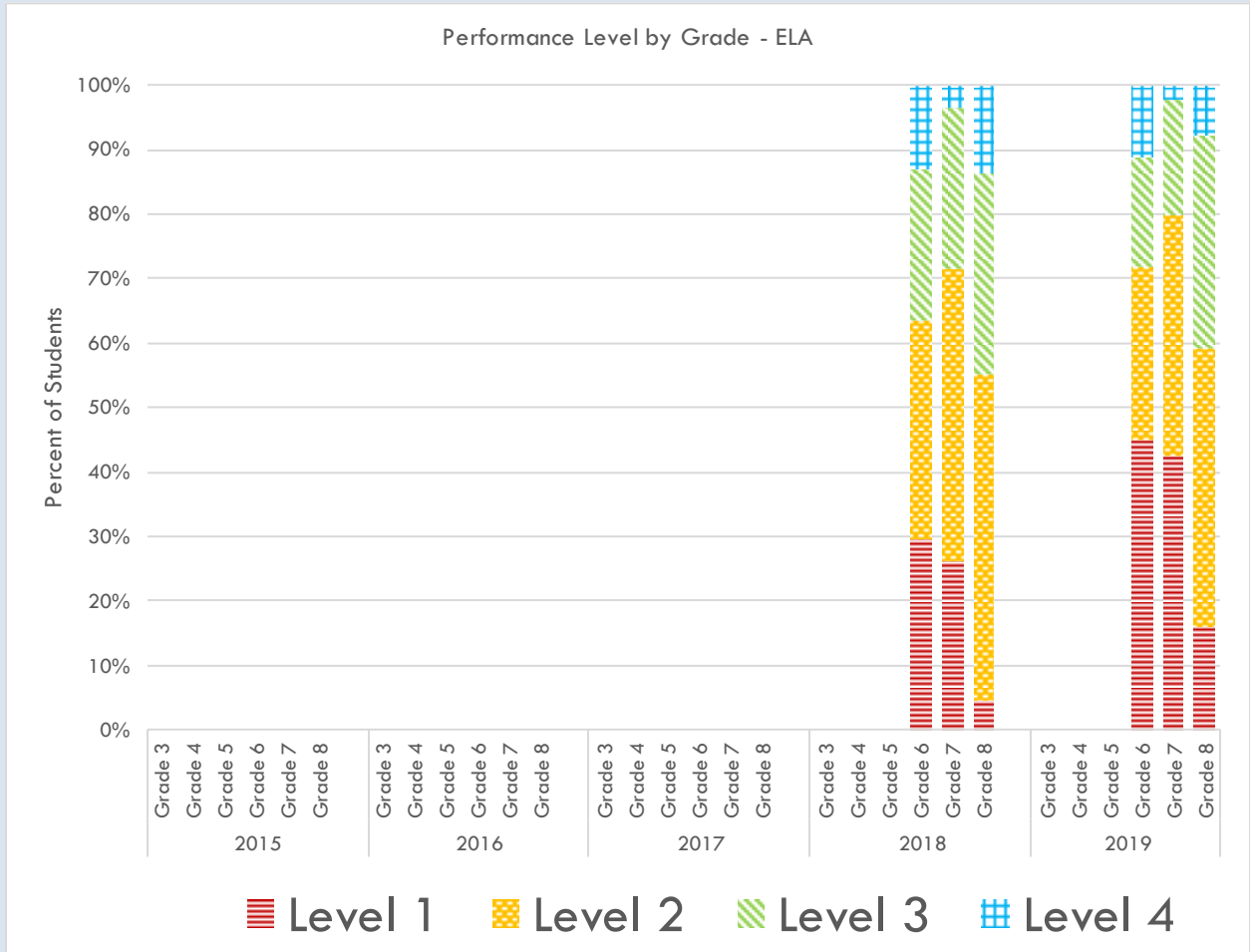


Figure 55

MATH

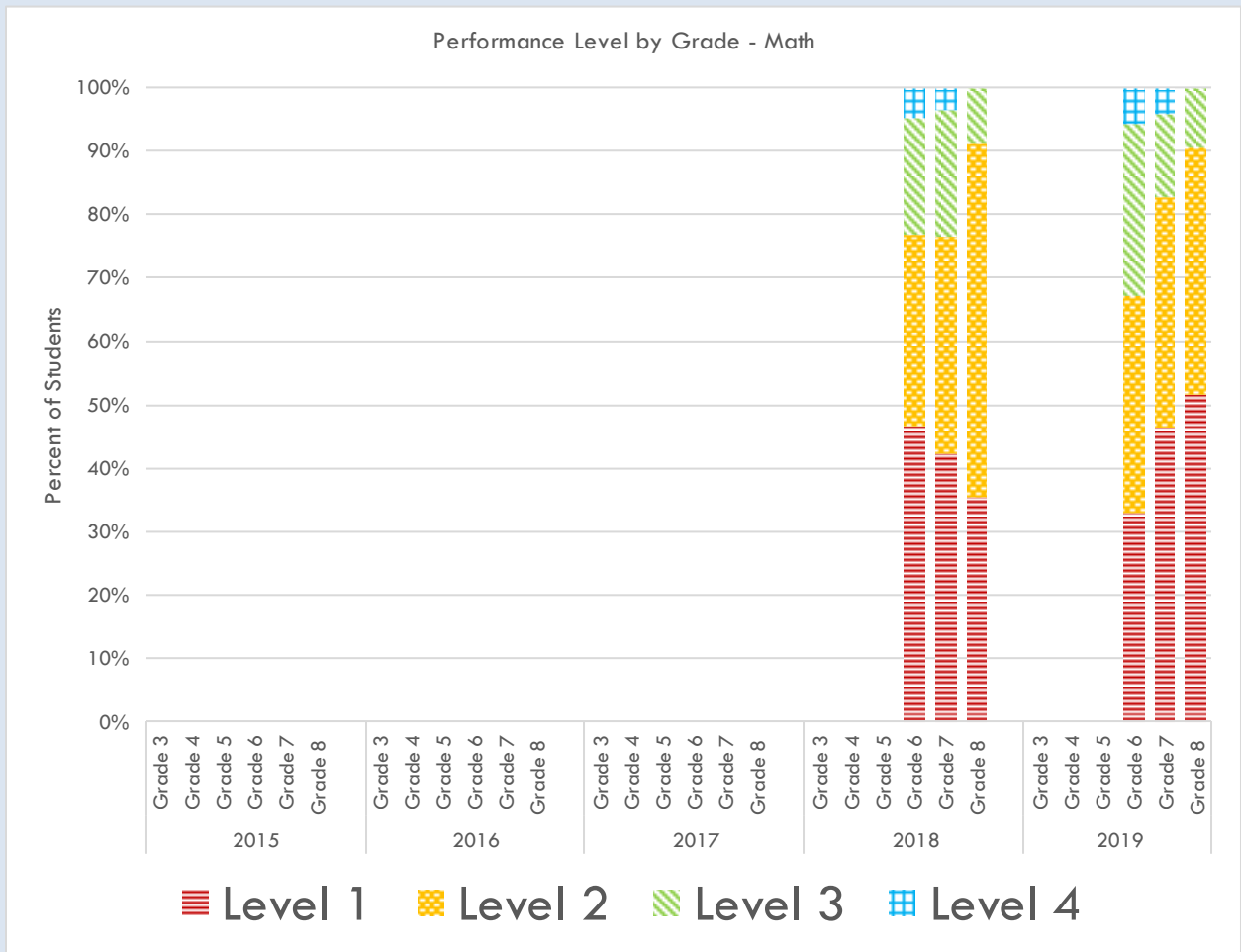


Figure 56

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)	According to data.nysed.gov, our proficiency rate for ELA grades 6-8 in 2019 was below CSD 11, grades 6-8. CSD 11 was 38%, whereas Equality was 30%.	Not Met	We increased our number of instructional minutes in the Humanities classroom. We added another Humanities teacher to each grade level to provide more opportunities for teacher collaboration. We hired a full time reading specialist to support a greater number of below grade level readers inside the regular school day. We added an additional class, Writing for Advanced ELLs, to better support our influx of English Language Learners that came to us in 2018-2019.
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 for schools serving grades 3-8)	According to data.nysed.gov, our proficiency rate for ELA grades 6-8 in 2019 was below New York City, grades 6-8. NYC was 47%, whereas Equality was 30%.	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
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)	According to data.nysed. gov, our proficiency rate for math grades 6-8 in 2019 was below CSD 11, grades 6-8. CSD 11 was 30%, whereas Equality was 21%.	Not Met	We increased the number of minutes in the math classroom. We expanded our math remediation program and put inside of the regular school day hours. We added another math teacher to each grade level to provide more teacher collaboration opportunities. We hired a math consultant to work with our department head and math teaching team throughout the year.
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)	According to data.nysed. gov, our proficiency rate for math grades 6-8 in 2019 was below New York City, grades 6-8. NYC was 41%, whereas Equality was 21%.	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
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 they were actively enrolled at the school will be counted.	At Equality, 54% of Cohort 2015 (the only completed year of our new charter term) received a 75+ score on the English Regents.	Not Met	We developed a 9-12 writing arc and revised our ELA curriculum to include it - to ensure we have a systematic approach to writing instruction that builds upon the previous year in ELA.
Academic Goal 6	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 toward this goal if they have taken at least one English regents exam during the time they were	At Equality, 42% of SWDs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on the English Regents.	Not Met	We implemented a new policy to push SWDs to retake exams (and attend Regents review classes) after passing with safety net results on the first attempt. We developed a PLC for special education teachers to focus on improving Regents results for scholars who are successfully passing coursework.

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>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>			
Academic Goal 7	<p>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. A student will be counted toward this goal if they have taken at least one</p>	<p>At Equality, 17% of SWDs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on a math Regents.</p>	Not Met	<p>We implemented a new policy to push SWDs to retake exams (and attend Regents review classes) after passing with safety net results on the first attempt. We developed a PLC for special education teachers to focus on improving Regents results for scholars who are successfully passing coursework.</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
	<p>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 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>			
Academic Goal 8	<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</p>	<p>At Equality, 33% of ELLs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on the English Regents.</p>	Not Met	<p>We launched a new course for more advanced ELLs at the high school, ESOL 2, to ensure writing skill development is further supported.</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
	they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 9	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	At Equality, 33% of ELLs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on a math Regents.	Not Met	We placed a bilingual SpEd teacher in our Algebra I course this year. We initiated homework help for ELLs to ensure they get more immediate support on challenging content.

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
	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.			
Academic Goal 10	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 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	At Equality, 55% of FRPLs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on the ELA Regents.	Not Met	Since the vast majority of Equality scholars fall into the sub-population of FRPL, we address their needs through schoolwide efforts. The most significant of which, in ELA this year, is the development of our 9-12 writing arc and revised our ELA curriculum to include it - to ensure we have a systematic approach to writing instruction that builds upon the previous year in ELA.

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
	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 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 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.	At Equality, 43% of FRPLs in Cohort 2015 (the only completed year of our new charter term) received a 75+ score on a math Regents.	Not Met	Since the vast majority of Equality scholars fall into the sub-population of FRPL, we address their needs through schoolwide efforts. The most significant of which, in math this year, is the placement of our strongest math teaching team - now in Algebra I, to ensure a solid foundation for all high school math courses, for all scholars.

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 12	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)	Since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. However, our ELA results decreased from 2018 to 2019 (though we significantly increased our ELL and SWD population in 2019 – historically more challenging-to-serve scholars).	Not Met	We increased our number of instructional minutes in the Humanities classroom. We added another Humanities teacher to each grade level to provide more opportunities for teacher collaboration. We hired a full time reading specialist to support a greater number of below grade level readers inside the regular school day. We added an additional class, Writing for Advanced ELLs, to better support our influx of English Language Learners that came to us in 2018-2019.
Academic Goal 13	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)	Since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. However, our math results increased from 2018 to 2019 (+1 variance).	Met	
Academic Goal 14	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	Our ELA Regents results decreased from 2018 to 2019 by 1 percentage point (-1 variance). *Again, since only one testing year of our new charter term has transpired, we cannot	Not Met	We developed a 9-12 writing arc and revised our ELA curriculum to include it - to ensure we have a systematic approach to writing instruction that builds upon the previous year in ELA.

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>least two consecutive years. (Relevant for schools serving grades 9-12)</p>	<p>report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).</p>		
Academic Goal 15	<p>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)</p>	<p>Our Geometry Regents results increased from 2018 to 2019 by 5 percentage points (+5 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).</p>	Met	
Academic Goal 16	<p>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</p>	<p>Our Algebra II Regents results increased from 2018 to 2019 by 32 percentage points (+32 variance). *Again, since only one testing year of our new</p>	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
	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)	charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).		
Academic Goal 17	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)	Our U.S. History Regents results decreased from 2018 to 2019 by 6 percentage points (-6 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	Not Met	We increased coaching support for our 2nd year teacher in U.S. History.
Academic Goal 18	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	Our Living Environment Regents results increased from 2018 to 2019 by 3 percentage points (+3 variance).	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>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)</p>	<p>*Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).</p>		
Academic Goal 19	<p>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)</p>	<p>Our 6-8 ELA State Exam results for ELLs decreased from 2018 to 2019 by 9 percentage points (-9 variance). (Please note, the 9 percent decrease represents 1 scholar - who graduated at the end of 2018.)</p> <p>*Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).</p>	Not Met	<p>We increased our number of instructional minutes in the Humanities classroom. We added another Humanities teacher to each grade level to provide more opportunities for teacher collaboration. We hired a full time reading specialist to support a greater number of below grade level readers inside the regular school day. We added an additional class, Writing for Advanced ELLs, to better support our influx of English Language Learners that came to us in 2018-2019.</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 20	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)	Exam results for SWDs decreased from 2018 to 2019 by 1 percentage points (-1 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	Not Met	We decreased the number of classes our Humanities ICT teachers work with every day, from 4 sections to 2 sections, thereby reducing their student rosters by half. They now work with 45 scholars each day, instead of 90. This allows for an increase in academic feedback and in daily attention and individualization.
Academic Goal 21	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)	Our 6-8 ELA State Exam results for FRPLs decreased from 2018 to 2019 by 8 percentage points (-8 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	Not Met	Since the vast majority of Equality scholars fall into the sub-population of FRPL, we address their needs through schoolwide efforts. We increased our number of instructional minutes in the Humanities classroom. We added another Humanities teacher to each grade level to provide more opportunities for teacher collaboration. We hired a full time reading specialist to support a greater number of below grade level readers inside the regular school day.

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 English language learners, 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)	Exam results for ELLs increased from 2018 to 2019 by 2 percentage points (+2 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	Met	
Academic Goal 23	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)	Our 6-8 Math State Exam results for SWDs increased from 2018 to 2019 by 5 percentage points (+5 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	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 24	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 examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	FRPLs increased from 2018 to 2019 by 1 percentage points (+1 variance). *Again, since only one testing year of our new charter term has transpired, we cannot report on our academic growth goals that are specific to growth within the charter term. Instead, we are comparing the first year of our charter to the last year of the previous charter term (2019 v 2018).	Met	
Academic Goal 25	For each year of the next charter term, the school's 4-year graduation rate as of June each year as reported by NYSED will be at or above the citywide averages.	Our June 2019 graduation rate (Cohort 2015) was 82%, whereas the citywide rate for 2018 (Cohort 2014) was 73%. *Note - Citywide graduation rates for 2019 were not publically available at the time of this report. Instead, we compared our 2019 results to the citywide results for 2018.	Met	
Academic Goal 26	For each year of the next charter term, the school's 4-year graduation rate as of June each year for English language learners as	Our June 2019 ELL graduation rate (Cohort 2015) was 50%, counting only current ELLs. However, it was 67% if we include a	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
	reported by NYSED will be at or above the citywide averages.	<p>Former ELL who was an ELL on at least one BEDS Day in his/her high school years.</p> <p>Citywide ELL graduation rate in 2018 was 29%.</p> <p>*Note - Citywide graduation rates for 2019 were not publically available at the time of this report. Instead, we compared our 201 results to the citywide results for 2018.</p>		
Academic Goal 27	For each year of the next charter term, the school's 4-year graduation rate as of June each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	<p>Our June 2019 SWD graduation rate (Cohort 2015) was 67%.</p> <p>Citywide SWD graduation rate in 2018 was 47%.</p> <p>*Note - Citywide graduation rates for 2019 were not publically available at the time of this report. Instead, we compared our 2019 results to the citywide results for 2018.</p>	Met	
Academic Goal 28	For each year of the next charter term, the school's 4-year graduation rate as of June each year for students eligible for free or reduced price	Our June 2019 FRPL graduation rate (Cohort 2015) was 79%.	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>lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this)</p>	<p>Citywide FRPL graduation rate in 2018 was 72%. *Note - Citywide graduation rates for 2019 were not publically available at the time of this report. Instead, we compared our 2019 results to the citywide results for 2018.</p>		
Academic Goal 29	<p>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.</p>	<p>At Equality Charter High School, 77% earned 10+ credits in their 1st year. *Note - Our School Quality Report for 2018-19 was not yet published at the time of this report. Instead, we used the 2017-18 School Quality Report for Equality Charter High School.</p>	Met	
Academic Goal 30	<p>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.</p>	<p>At Equality Charter High School, 85% earned 10+ credits in their 2nd year. *Note - Our School Quality Report for 2018-19 was not yet published at the time of this report. Instead, we used the 2017-18 School Quality Report for Equality Charter High School.</p>	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 31	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.	At Equality Charter High School, 87% earned 10+ credits in their 3rd year. *Note - Our School Quality Report for 2018-19 was not yet published at the time of this report. Instead, we used the 2017-18 School Quality Report for Equality Charter High School.	Met	
Academic Goal 32	Each year ECMS will receive a grade of “Good” or “Excellent Standing” on the NYC School Quality Snapshot for: 1) “How well did this school help All Students at the school improve on their State English tests?” 2) “How well did this school help the school’s Lowest Performing Students improve on their State English tests?” 3) “How well did this school help English Language Learners improve on their State English tests?” 4) “How well did this school help Students with Special Needs improve on their State English tests?” 5) “How well did this school help the City’s Lowest Performing Students improve on their State English tests?”	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.

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	<p>Each year ECMS will receive a grade of “Good” or “Excellent Standing” on the NYC School Quality Snapshot for:</p> <p>1) “How well did this school help All Students at the school improve on their State Math tests?”</p> <p>2) “How well did this school help the school’s Lowest Performing Students improve on their State Math tests?”</p> <p>3) “How well did this school help English Language Learners improve on their State Math tests?”</p> <p>4) “How well did this school help Students with Special Needs improve on their State Math tests?”</p> <p>5) “How well did this school help the City’s Lowest Performing Students improve on their State Math tests?”</p>	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.
Academic Goal 34	Each year, ECMS will move students from all three starting point (5th grade) categories (level 1, level 2, and level 3 or 4) of the State English test to all three respective 8th grade outcome categories (scored 2,3,4; scored 3 or 4)	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.
Academic Goal 35	Each year, ECMS will move students from all three starting point (5th grade) categories (level 1, level 2, and level 3 or 4) of the State	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.

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
	math test to all three respective 8th grade outcome categories (scored 2,3,4; scored			
Academic Goal 36	Each year, ECHS will outperform its comparison group on the NYC School Quality Snapshot in moving students from all three starting point categories (level 1, level 2, and level 3 or 4) of 8th grade to the “College Ready” high school outcome.	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.
Academic Goal 37	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)	*Note - Our School Quality Report for 2018-19 was not yet published at the time of this report.		Not Applicable. Results for 18-19 have not been released.

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. The school submission is missing the following required element:

- Discussion of future plans

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- We distributed application materials during our community outreach to organizations serving families in need and that receive services through WIC and the offices of the Department of Children and Family Services.
- We continued to run psychoeducational groups to meet the emotional needs of scholars (voluntary group therapy format during lunch).
- We distributed application materials during our community outreach to organizations serving families in need and that receive services through WIC and the offices of the Department of Children and Family Services.
- We attended events that organizations held that serve families in need with services through WIC and the Department of Children and Family Services.
- We continued to run psychoeducational groups to meet the emotional needs of scholars (voluntary group therapy format during lunch).

ENGLISH LANGUAGE LEARNERS

- We held successful Community Outreach weeklong recruitment launch where we canvassed the Hunts Point Section of the Bronx, our target neighborhood.
- We used a third-party company to send promotional material to families of entering 6th & 9th grade students.
- We advertised in a Spanish-language newspaper El Dario
- All materials were printed in English and Spanish.
- Connection were made with local Welcome Center- relationship building with those employees and distribution of promotional material through the center.

- Spanish speaking school staff lead Community Outreach weeklong recruitment launch where we canvassed the Hunts Point Section of the Bronx, our target neighborhood and other areas with high ELL populations.
- We used a third-party company to send promotional material to families of entering 9th grade students.
- We advertised in a Spanish-language newspaper El Dario.
- All materials were printed in English and Spanish.
- Connections were made with local Welcome Center- relationship building with those employees and distribution of promotional material through the center with follow-up visits/check-ins.
- We ran a 12-week bus ad in the Hunts Point Section of the Bronx, our target neighborhood inviting families to our Open House and online application portal.
- We held private school tours for middle schools in our target neighborhood with high populations of ELL scholars.
- We attended school fairs in the Hunts Point Section of the Bronx our target neighborhood.

STUDENTS WITH DISABILITIES

- We recruited at schools and centers that serve students with special disabilities. Our Special Population Coordinator conducted info sessions with parents to review the services their child needed.
- We recruited at schools and centers that serve students with special disabilities.
- Our Special Population Coordinator conducted info sessions with parents to review the services their child needed.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

- Uniform and school supply materials were provided at no cost to the families experiencing financial hardship.
- Social Workers coordinated referrals to outside social service providers for additional support to our students and their families.
- Social Workers created a Community Resource Directory of outside service options in our neighborhoods that could provide assistance for a variety of needs. This directory was used without the assistance of a Social Worker and is accessible on our website and in our main offices.
- Scholars received additional fee reductions for exams-beyond state reductions.
- Field Trip, graduation and prom expenses were waived for families experiencing financial hardship.
- Uniform and school supply materials were provided at no cost to the families experiencing financial hardship
- Social Workers coordinated referrals to outside social service providers for additional support to our students and their families.
- Social Workers created a Community Resource Directory of outside service options in our neighborhoods that could provide assistance for a variety of needs. This directory was used without the assistance of a Social Worker and is accessible on our website and in our main offices.
- Scholars received additional fee reductions for exams-beyond state reductions.
- Field Trip, graduation and prom expenses continued to be waived for families experiencing financial hardship.

ENGLISH LANGUAGE LEARNERS

- Current ELL families volunteered and helped plan some parent events. This helped to get the word out to other ELL families that have or want their child to attend our school.
- We increased instructional support efforts: daily ESOL course for beginning ELLs, ELL teacher co-teaching in high volume beginning ELL classes.
- Translation services expanded: signage throughout buildings in multiple languages, devices provided for teachers to readily translate materials for scholars and parents.
- All beginning ELLs received personal laptops for the school year to ensure daily access to language needs.
- Scholars were given access to Imagine Learning (online instructional system) which allows language progress to take place both at school and at home.
- Personal calls were made in the Spring by instructional staff to inquire about satisfaction of school services and to inquire about intent of returning (and encourage it).
- Current ELL families volunteered and presented at some parent events. This helped to get the word out to other ELL families that have or want their child to attend our school.
- We continued to increase instructional support efforts: daily ESOL course for beginning ELLs, ELL teacher co-teaching in high volume beginning ELL classes.
- Translation services expanded: signage throughout buildings in multiple languages, devices provided for teachers to readily translate materials for scholars and parents.
- All beginning ELLs received personal laptops for the school year to ensure daily access to language needs.
- Scholars were given access to Imagine Learning (online instructional system) which allows language progress to take place both at school and at home.
- Personal calls were made in the Spring by instructional staff to inquire about satisfaction of school services and to inquire about intent of returning (and encourage it).
- ELL scholars conducted tours to potential ELL families.

STUDENTS WITH DISABILITIES

- We ensured that families of students with disabilities never saw us lowering expectations for their children.
- We provided parents/guardians avenues to provide feedback and express any concerns they have through parent teacher conferences and IEP meetings.
- We expanded our SpEd services offering: SETSS resource room, case manager support, added American Sign Language as another LOTE option.
- We increased our number of chromebooks for SpEd department use.
- We expanded our Work-Study Program, in collaboration with the Training Opportunity Program, to support efforts toward CDOS credential.
- We continued to ensure that families of students with disabilities never saw us lowering expectations for their children.
- We provided parents/guardians avenues to provide feedback and express any concerns they have through parent teacher conferences and IEP meetings.
- We continued to launch our expanded SpEd services offering: SETSS resource room, case manager support, added American Sign Language as another LOTE option.
- We continued to collaborate with the Training Opportunity Program, to support efforts toward CDOS credential.

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

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- 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.