



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Metropolitan Lighthouse Charter School

## SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

Metropolitan Lighthouse Charter School (MetLCS) is a K-12 school currently serving grades K-7 located in the Mott Haven neighborhood of Bronx. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 9. The school is not co-located with any other schools or programs.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Courtney Russell has been at the school for 6 years; Business Manager Jose Obregon has been at the school for 2 years; Director of Teacher Leadership (K-4) Alida Maravi has been at the school for 2 years; Director of Teacher Leadership (5-7) Kurt Davidson has been at the school for 2 years; and Literacy Coordinator Caroline Daniel has been at the school for 2 years.

### SCHOOL HIGHLIGHTS

The school reports having an arts infused curriculum and have hired full time arts specialists to support the arts as part of the core content.

### CURRENT SCHOOL SNAPSHOT

<b>Metropolitan Lighthouse Charter School</b>	
DBN	84X461
School Leader(s)	Courtney Russell
Board Chair(s)	Anne Laraway
Charter Management Organization (if applicable)	Lighthouse Academies, Inc.
Other Partner(s)	N/A
District(s) of Location	9
Physical Address(es)	180 West 165th Street, Bronx, NY 10452
Facility Owner(s)	Private
Enrollment <sup>2</sup>	428

<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

<sup>2</sup> According to ATS data as of October 14, 2015.

Grades Served	K-7
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**CURRENT BOARD OF TRUSTEES**

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Anne Laraway	President		2	4/6
2. Janice Lee	Trustee	Academic, Facilities	3	4/6
3. Jason Rawlins	Trustee		3	2/6
4. Genai Goldsmith	Parent		2	5/6
5. Jessica Haber	Secretary	Academic, Facilities	5	4/6
6. Tim Bryan	Trustee	Finance	2	3/6
7. Yarojin Robinson	Treasurer	Finance	2	0/6
8. Ian Roberts	Trustee		2	0/6

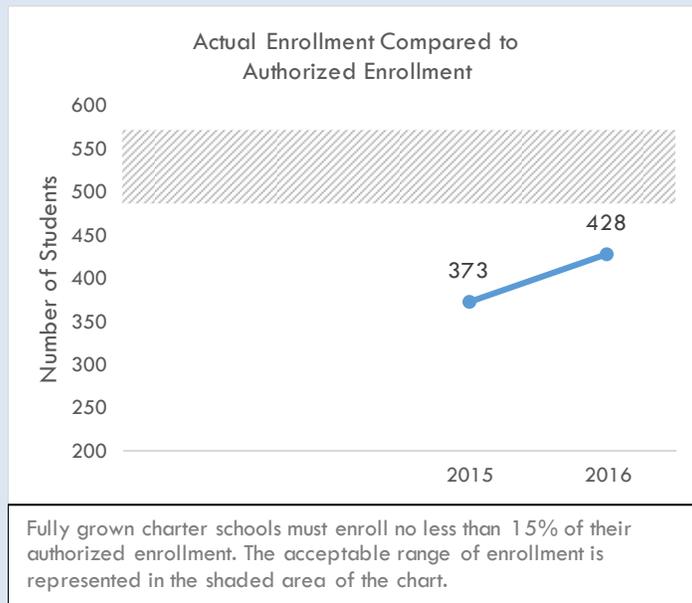
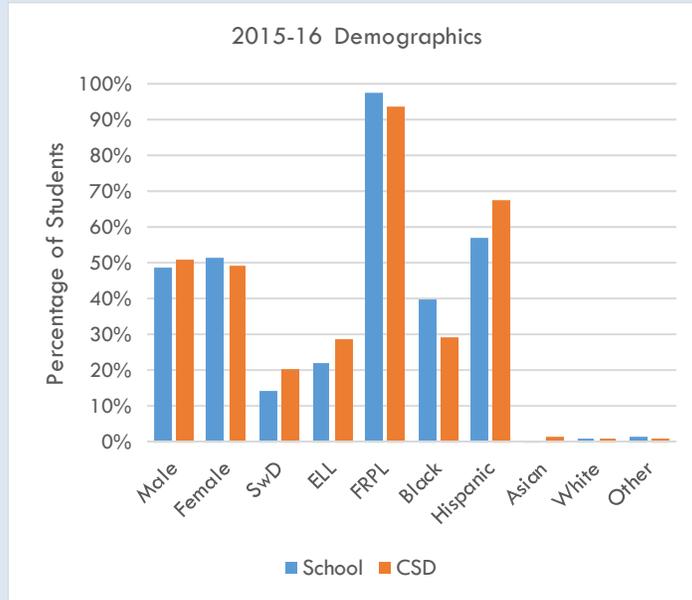
**CHARTER AUTHORIZATION PROFILE**

<b>Metropolitan Lighthouse Charter School</b>	
School Opened For Instruction	2010-2011
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-10
Current Authorized Enrollment	572

Metropolitan Lighthouse Charter School was renewed for a full five year term in the 2013-14 academic year with no conditions.

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school’s website.

ENROLLMENT AND DEMOGRAPHICS<sup>4</sup>



<sup>4</sup> Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully grown.

## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

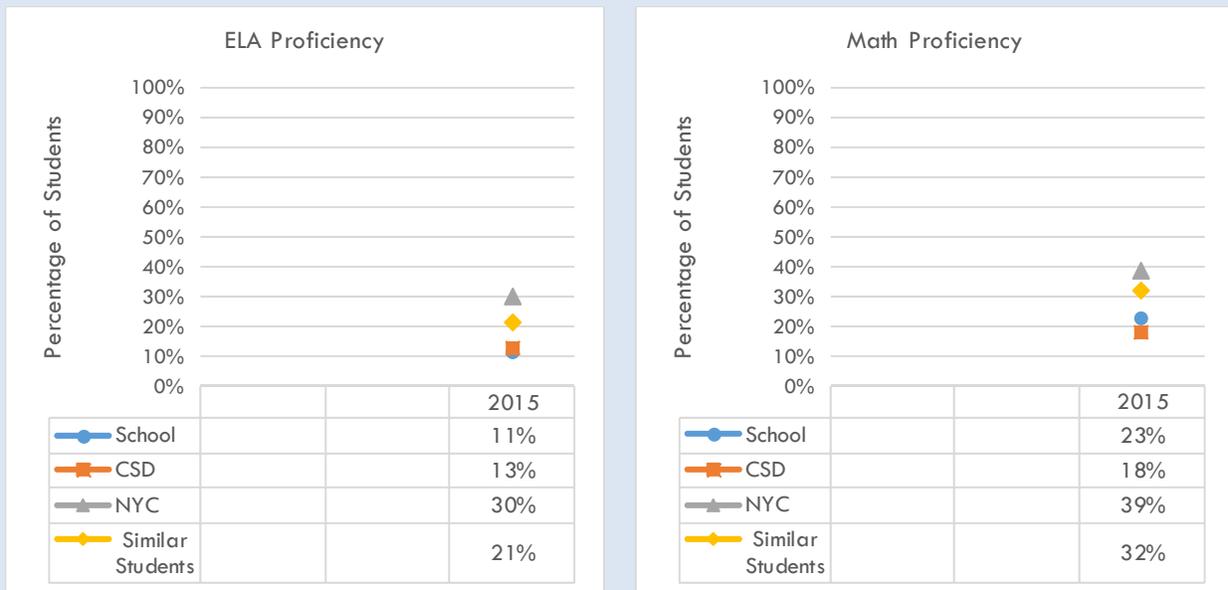
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

**PART 3: REVIEW**

**ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>5</sup>**

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.<sup>6</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

**OVERALL PROFICIENCY<sup>7</sup>**



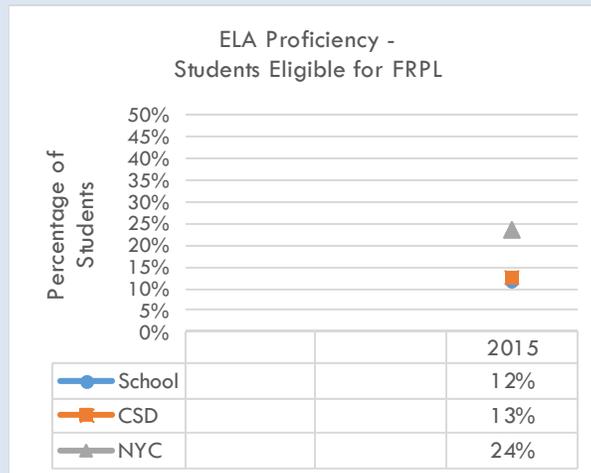
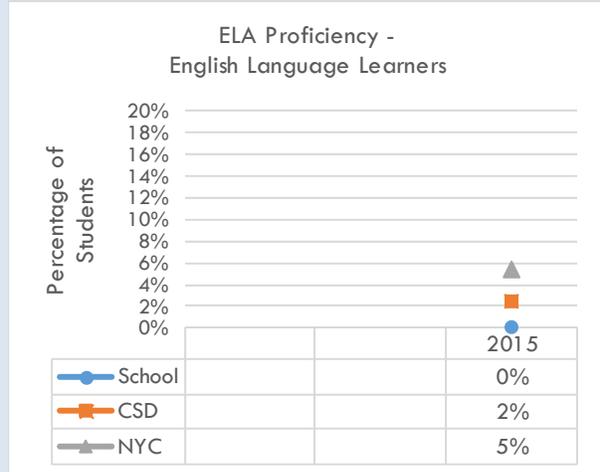
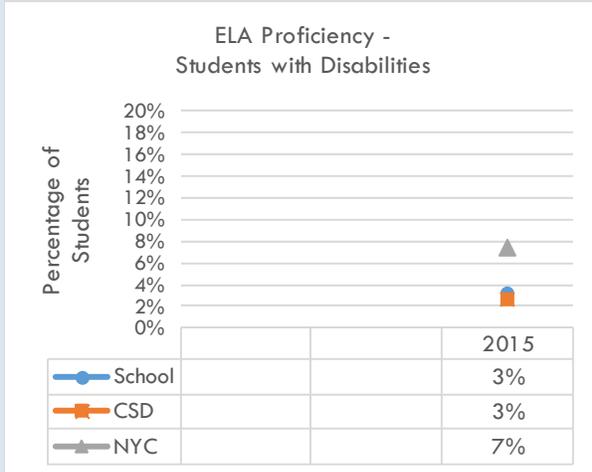
<sup>5</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>6</sup> Please note that in analyzing a school’s progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school’s academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

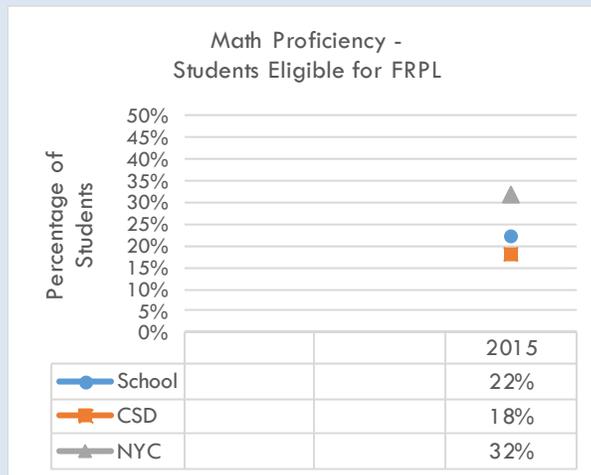
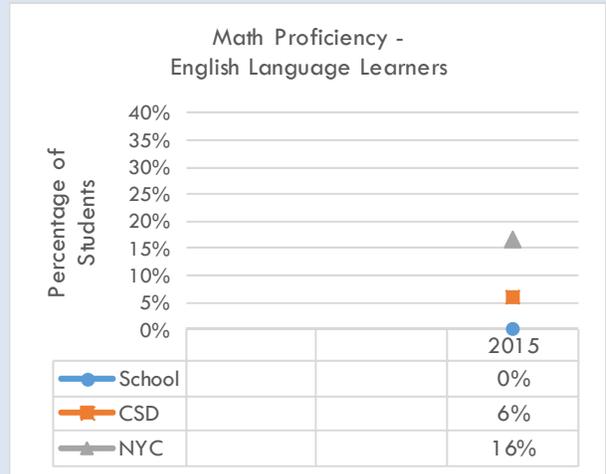
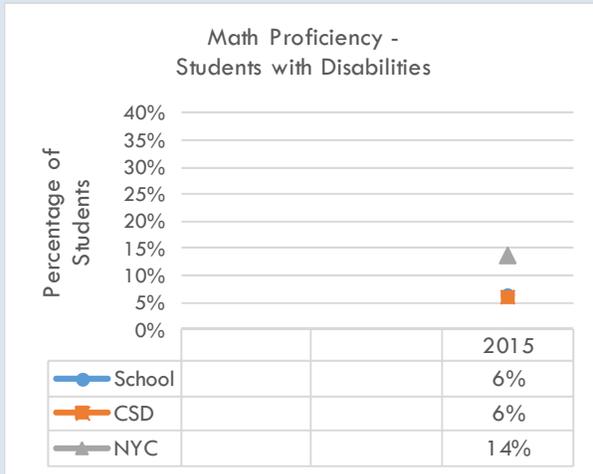
<sup>7</sup> For more on the NYC DOE’s similar students comparisons, please see the information here:

[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



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

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

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### COLLEGE FOCUS

Beginning in Kindergarten, the school instills in scholars and families that they can and will go to college. The school provides the knowledge and skills, coupled with Habits of Scholars that will allow scholars to not only be accepted into the four year college of their choice, but also graduate.

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### ARTS INFUSION

The school encourages teachers and provides support around infusing the arts into their core content. The school employs full time specialists focusing on the arts. The school has also developed numerous partnerships throughout the city to allow for arts experiences beyond the classroom.

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### K-12 MODEL

The school values bringing scholars into MetLCS in Kindergarten and having them through 12th grade, and this relates to our college focus above. The school believes in supporting scholars and families throughout their K - 12 educational experience in working towards and accomplishing all of their goals.

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### EXTENDED SCHOOL DAY AND SCHOOL YEAR

More time on task allows for scholars to master standards and thrive in their environment.

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### PARENTS AS PARTNERS

MetLCS values its parent body and works diligently to involve them in any way possible. This comes in forms such as the Parent Association, quarterly Parent Teacher Conferences, and regular events for parents.

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### GOVERNANCE

The school has a formalized governance structure. Board members have been on the board for an average of 2.6 years.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

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**SUPPORTIVE ENVIRONMENT**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	The policy does not include the authorizer as an entity to whom families and staff and express concerns. There is also no name or secondary contact that is completed for the Regional Vice President

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**OPERATIONAL STABILITY**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum <sup>8</sup>	Not Compliant	The school’s board of trustees did not consistently meet quorum.

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<sup>8</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

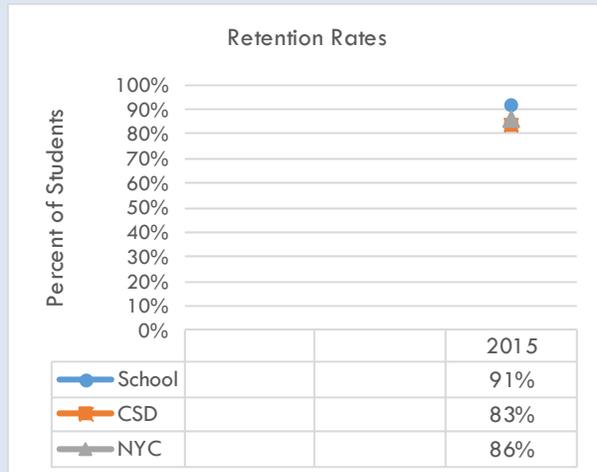
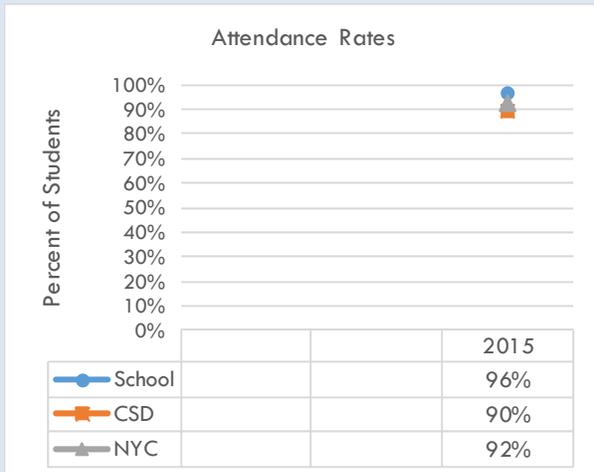
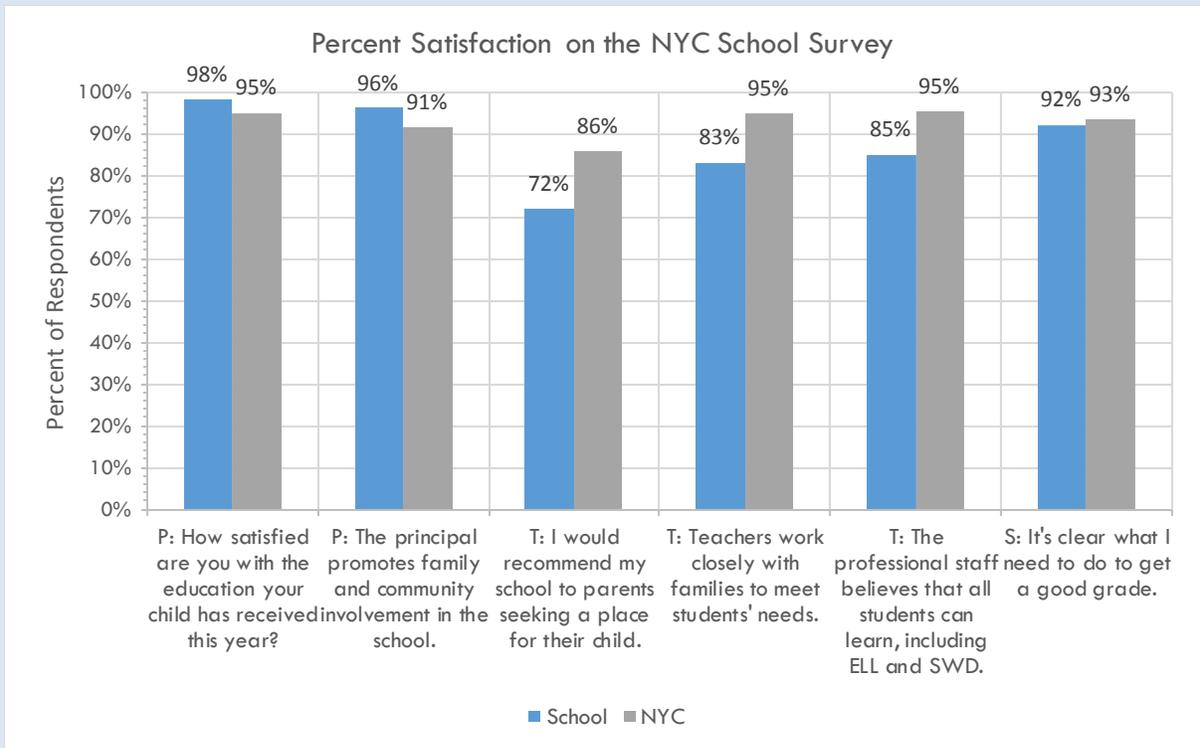
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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	There are staff members who did not have fingerprint clearance prior to their start date in the 2015-16 school year.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

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### Enrollment Rates - Students with Disabilities



	2015
School	14%
CSD	19%
NYC	18%

### Retention Rates - Students with Disabilities



	2015
School	92%
CSD	84%
NYC	86%

### Enrollment Rates - English Language Learners



	2015
School	13%
CSD	22%
NYC	13%

### Retention Rates - English Language Learners



	2015
School	92%
CSD	86%
NYC	86%

### Enrollment Rates - Students Eligible for FRPL



	2015
School	92%
CSD	93%
NYC	78%

### Retention Rates - Students Eligible for FRPL



	2015
School	92%
CSD	84%
NYC	86%

### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Metropolitan Lighthouse Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

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#### SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) noted the following deficiency:

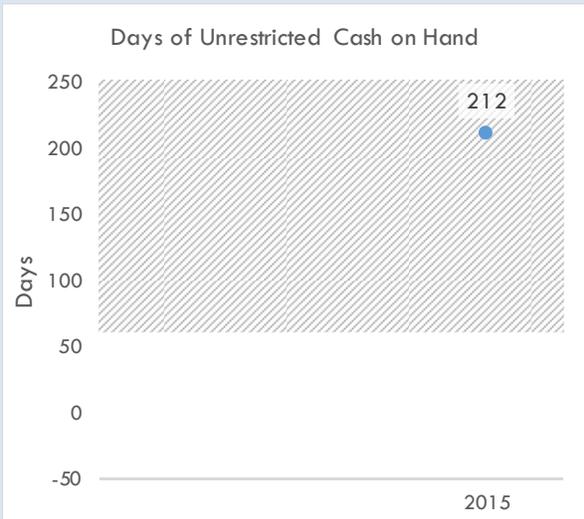
Capital Leases – During the audit, it was noted that the school signed a twenty-nine year lease that was improperly recorded as an operating lease, which resulted in the school not recording fixed assets of \$18.5 million and the corresponding liability.

The school has a relationship with Lighthouse Academies. Lighthouse Academies provides services around curricular resources and training, instructional leadership professional development, grant writing, on-site support visits, and finance support. Lighthouse Academies charged a 4.25% management fee in the 2015-16 school year.

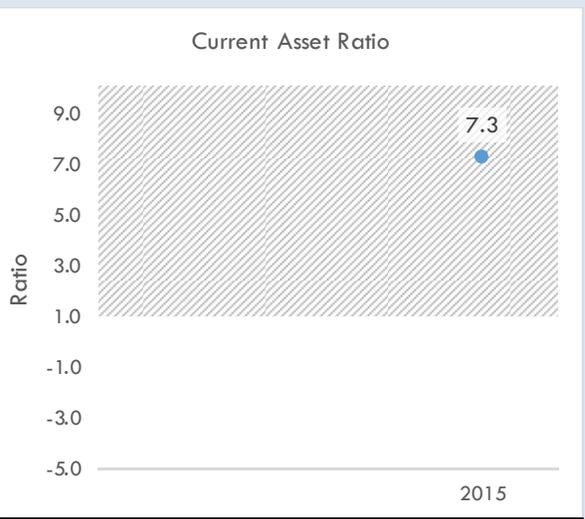
The school also receives support from Charter School Support Services. Charter School Support Services provides services on facility management, procurement of goods and services, and maintenance of an online service channel. Charter School Support Services charged the school \$27,000 in the 2015-16 school year for the services provided.

The school has \$70,189.68 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY<sup>9</sup>



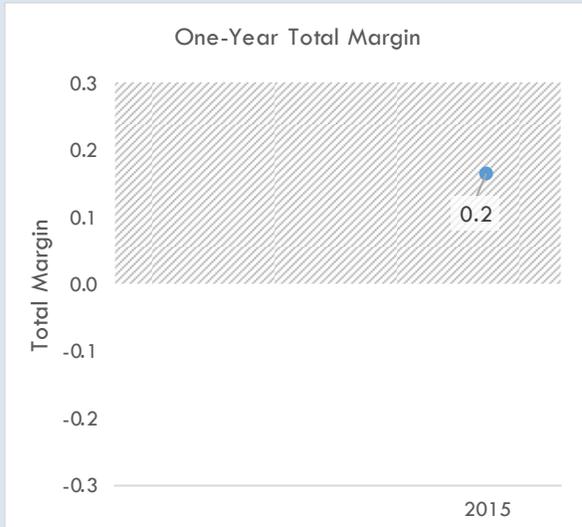
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



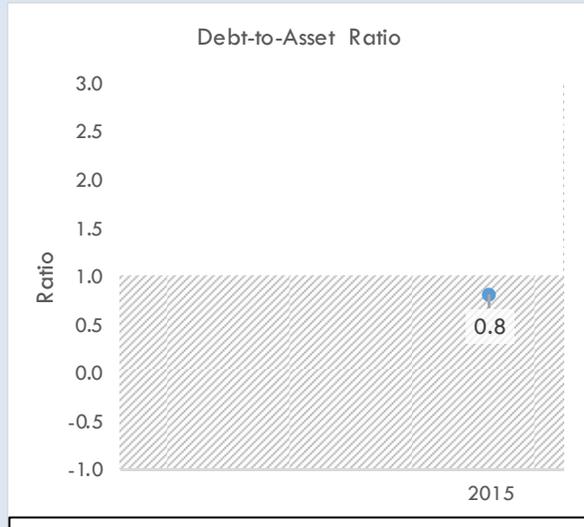
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>9</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

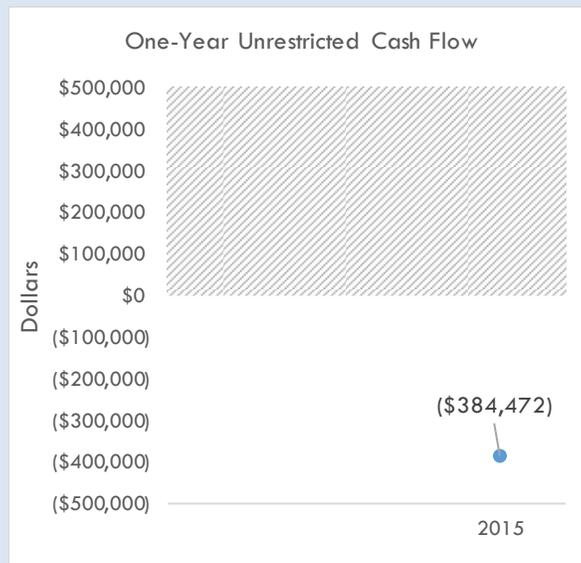
LONG-TERM FINANCIAL SUSTAINABILITY



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.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

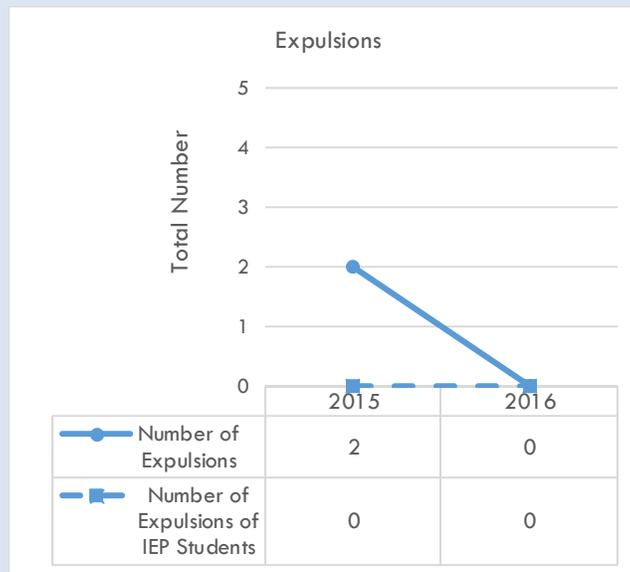
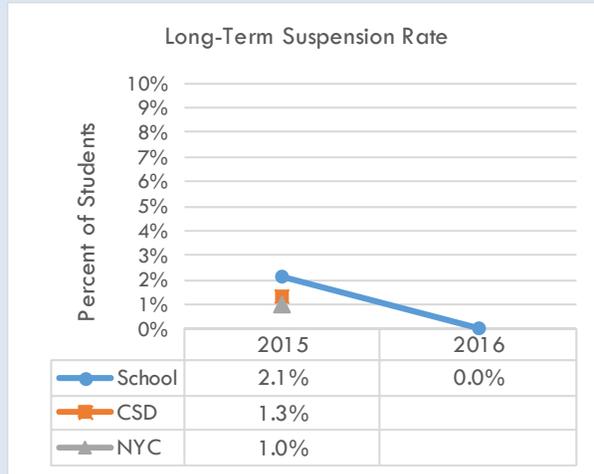
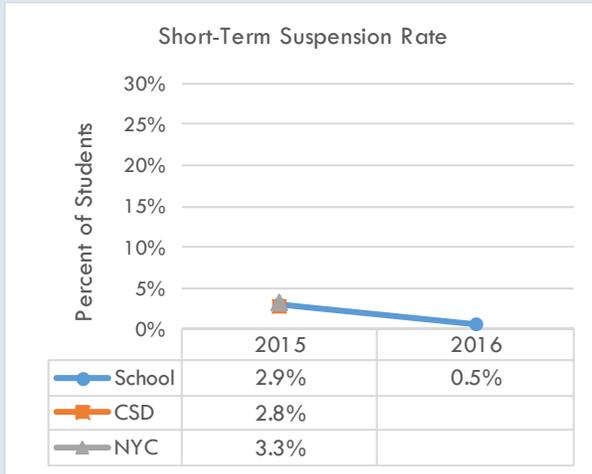
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade K – Grade 7: 2 sections per grade
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-7
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	495
Number of Students Accepted via the Lottery (School Year 2015-16)	52 (Grade K), 4 (Grade 1), 4 (Grade 2), 4 (Grade 3), 4 (Grade 4), 4 (Grade 5), 4 (Grade 6), 4 (Grade 7)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>10</sup>



<sup>10</sup> 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. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Metropolitan Lighthouse Charter School</b>			
Grade 3	30%	13%	10%
Grade 4	26%	23%	19%
Grade 5		9%	11%
Grade 6			6%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	12%	4%	-4%
Grade 4	10%	11%	6%
Grade 5		-1%	-1%
Grade 6			-6%

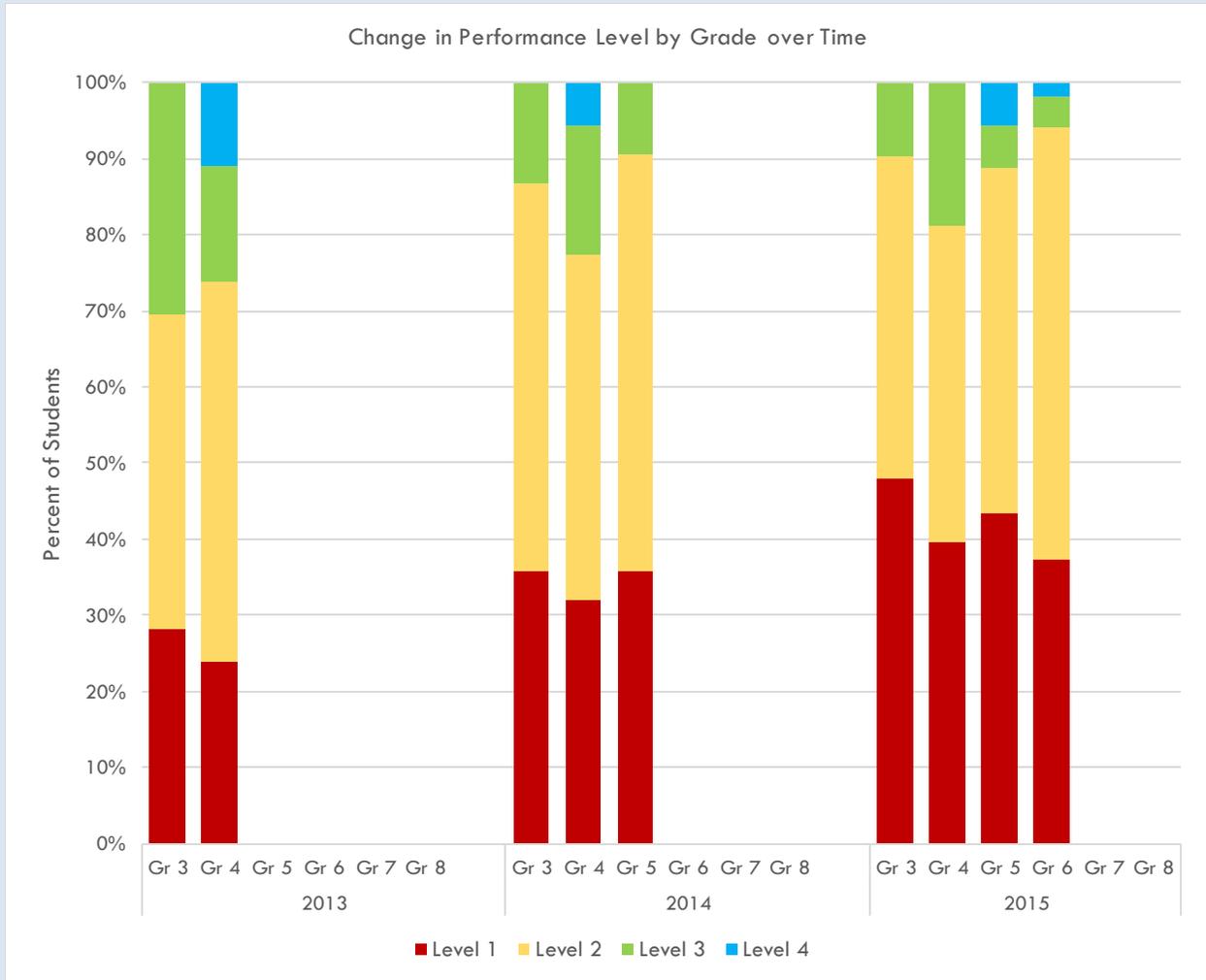
### GRADE-LEVEL PROFICIENCY IN MATH

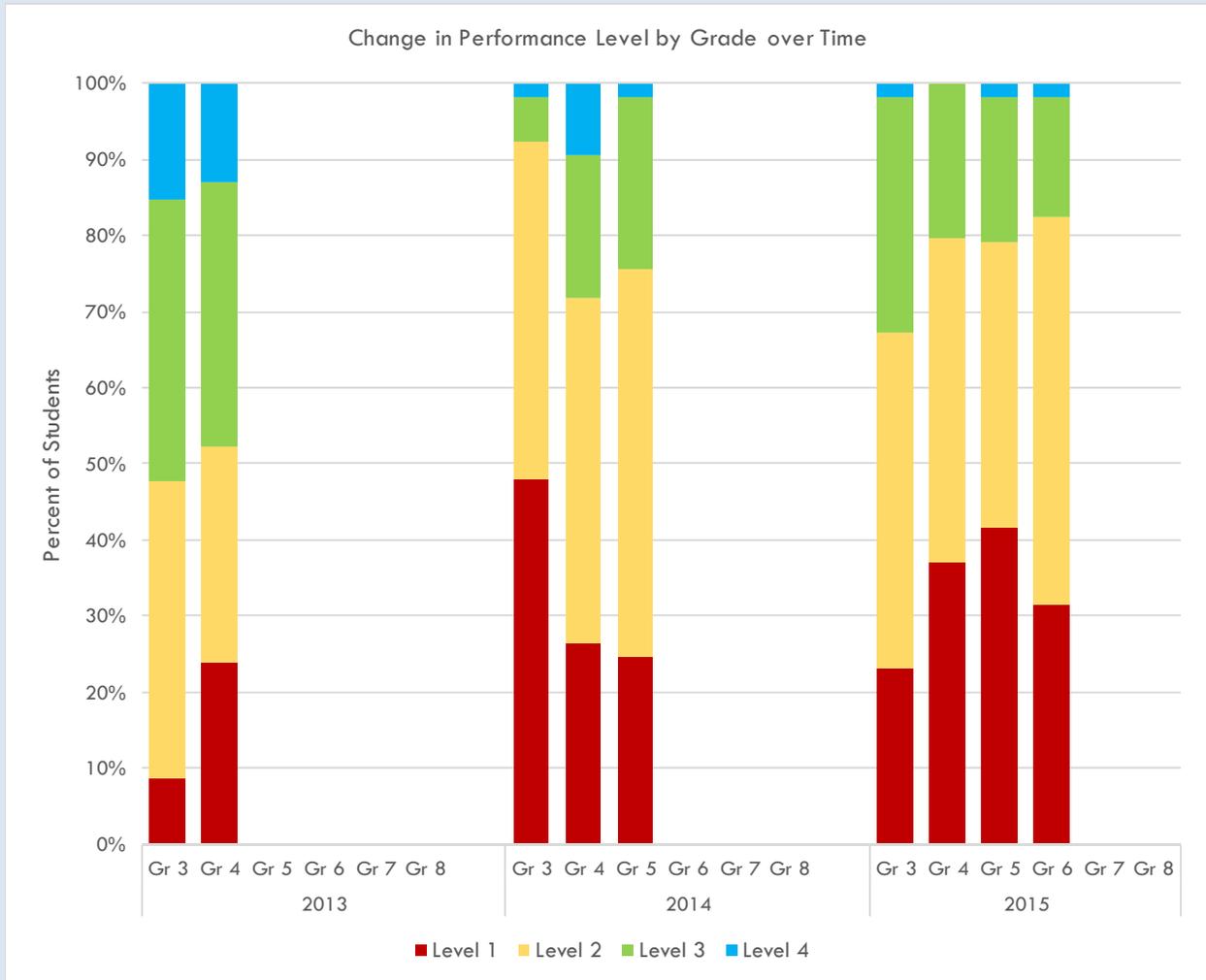
	2012-2013	2013-2014	2014-2015
<b>Metropolitan Lighthouse Charter School</b>			
Grade 3	52%	8%	33%
Grade 4	48%	28%	20%
Grade 5		25%	21%
Grade 6			18%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	29%	-8%	13%
Grade 4	25%	12%	4%
Grade 5		8%	1%
Grade 6			0%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





## APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>11</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>12</sup>
  - 0 of 5 applicable academic charter goals in its most recent year
- Operational Goals:
  - 5 of 6 applicable operational charter goals in its most recent year
- Financial Goals:
  - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	Each year, 75% of 3rd-6th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS ELA exam.
	Proficiency Rates (among students enrolled two consecutive years): Gr. 3: 9.6 Gr. 4: 18.9 Gr. 5: 11.4 Gr. 6: 5.9 Met: Not Met
	Each year, 75% of 3rd-6th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Math exam.
	Gr. 3: 32.7 Gr. 4: 20.4 Gr. 5: 20.8 Gr. 6: 17.6 Met: Not Met
	Each year, 75% of 4th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Science exam.
	Proficiency Rates (among students enrolled two consecutive years): Gr. 4: TBD Met: TBD We have not received our 2015 Science Exam scores as of 10.30.15.
	Each year, the percent of students performing at or above Level 3 on the State
	Result: ELA Grade MetLCS/CSD9

<sup>11</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>12</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<p>ELA and Math exams in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located.</p>	<p>Gr. 3: 9.6/13.9  Gr. 4: 18.9/23.3  Gr. 5: 11.4/12.0  Gr. 6: 5.9/11.9  Met: Not Met  Math  Grade MetLCS CSD9  Gr. 3: 32.7/19.8  Gr. 4: 20.4/16.1  Gr. 5: 20.8/19.7  Gr. 6: 17.6/17.2  Met: Met</p>
<p>For years 2-4 of the charter, the school will receive a “B” or higher on the Student Progress of the NYC DOE Report Card.</p>	<p>N/A  Schools are no longer receiving a letter grade via the NYC DOE Report Card.</p>
<p>For years 2 through 5 of the charter, each grade level cohort of the same students will reduce by one half the gap between the percent at or above Level 3 on the previous year’s NYS ELA and Math exams (baseline) and 75% at or above Level 3 on the current year’s NYS. ELA and Math exams. If the number of students scoring above proficiency (Level 3) exceeded 75% of the previous year’s exam, the school is expected to demonstrate growth (above75%) in the current year.</p>	<p>Cohort Proficiency Rates (includes only students tested both years and promoted to next grade):  Gr. 3 to 4 ELA  2014: 13.2 2015: 18.9  Gr. 3 to 4 Math  2014: 7.7 2015: 20.4  Gr. 4 to 5 ELA  2014: 22.6 2015: 11.4  Gr. 4 to 5 Math  2014: 28.3 2015: 20.8  Met: TBD  Gr. 5 to 6 ELA  2014: 11.4 2015: 5.9  Gr. 5 to 6 Math  2014: 20.8 2015: 17.6  Met: No</p>
<p>Each year, the school will be deemed “In Good Standing” on the NYS Report Card.</p>	<p>Explanation of Result: N/A</p>
<p>Each year, for a grade level cohort that has been at the school for three full years, the percent at or beyond the national median in reading and math as measured by the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) assessments will increase by 10% of the cohort.</p>	<p>Reading  Grade 6: 45% 49% (+4%)  Grade 5: 36% 45% (+9%)  Grade 4: 34% 31% (-4%)  Grade 3: 25% 31% (+6%)  Grade 2: 42% 34% (-8%)  Math  Grade 6: 53% 53% (0%) Grade 5: 37%</p>

		50% (+3%) Grade 4: 19% 36% (+17%) Grade 3: 8% 42% (+34%) Grade 2: 37% 19% (-28%) Result: Did not meet
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95%.	Result: The school's attendance rate was 96.77% Met: Yes Explanation of Result The school has consistently implemented a number of attendance efforts, such as daily parent phone calls to scholars who are absent, a Denim Day program for scholars who have perfect attendance for the month, and more.
	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Result: 95% of scholars enrolled in the 2013 - 2014 school year returned for the 2014 - 2015 school year. or more of Met's Met: Yes
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to the New York Charter Schools Act, the New York freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act.	Result: The school is in full compliance with all applicable laws, rules, regulations, and contract terms as described. Met: Yes
	Each year, the average rate of attendance at parent conferences measured quarters 1, 2, and 3 will be 80% or more.	Result: Q1: 95% Q2: 90% Q3: 89% Met: Yes Explanation of Result: The school's Principal consistently plans and implements a closely managed "Countdown to Parent Teacher Conferences" process that has resulted in a high level of parent participation during each quarter of conferences.
	In year one, student enrollment will be within 5% of full enrollment as defined in the school's contract, and in subsequent years of the charter,	Result: The school consistently remained at or within 2% of full enrollment which included grades K – 6 (369 scholars). Met: Yes

	student enrollment will be within 2% of full enrollment.	Explanation of Result: The school enacted a strong lottery plan that resulted in a high number of applications and a robust wait list. The school put forth numerous efforts aimed at maintaining full enrollment at all times.
	Each year, 90% of the spring instructional staff who is invited to return and remains in teaching will return the next fall.	Result: Less than 90% of spring instructional staff who were invited to return did so. Met: Not met
	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey. The school will only have met this goal if 50% or more parents participate in the survey.	N/A Schools are no longer receiving NYC DOE Progress Reports.
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teachers section of the NYCDOE Learning Environment Survey. The school will only have met this goal if 50% or more teachers participate in the survey.	N/A Schools are no longer receiving NYC DOE Progress Reports.
	Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey. The school will only have met this goal if 50% or more of students enrolled participate in the survey.	N/A
Financial Goals	For each year of the charter renewal term, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. Quickbooks Reports and Independent Audit.	Result: The school (self-sustaining) operated on a balanced budget and maintained a stable cash flow. Met: Yes
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Result: The school (self-sustaining) operated on a balanced budget and maintained a stable cash flow. Met: Yes

## APPENDIX E: RECRUITMENT 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 (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (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.

1. The school Principal (Ms. Courtney Russell) met with the members of the MetLCS Lottery team on February 10, 2016 at 1:30 p.m. to provide an overview and training on the outreach activities that will take place between February 11, 2016 and the application deadline. A clear plan with activities, timelines, and expected outcomes will be discussed and monitored on a weekly basis by the Principal.
2. Numerous efforts will be made to communicate various components of the lottery process to the public, including posting the application to the MetLCS website, advertising in local print media (as needed), communicating to parents in the monthly Principal's newsletter, and more. The school will be focusing recruitment efforts in the neighborhood of the school's permanent facility, 180 W. 165th Street in the Bronx.
3. MetLCS will be hosting Open Houses, attending other organizations' Open Houses, advertising online and in print, and going into various communities with application. There will not be any significant changes from the previous year.
4. The school will be engaging in several efforts in order to reach out to specific populations, including English Language Learners and Special Education scholars. This includes efforts such as working with HeadStart programs to speak to parents of scholars who speak languages other than English or have already-existing Individualized Education Plans (IEPs). Additionally, we will be continuing our Parent Recruitment program where we enlist parents of currently enrolled scholars to reach out to friends, neighbors, family members, and others, to promote the school, and working with key partners (the English Language Learner Consortium (we are a member); the Committee on Special Education; as well as others) to provide our lottery and marketing materials.
5. The lottery will be an in-person, manual lottery open to the public.

## APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 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 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 19, 2016, met with the school leadership team, and observed six classrooms. The school leadership team reported the following priorities for the 2016-17 school year.

- Responsive Classroom approach to managing scholar behavior
- Rules and Logical Consequences
- Morning Meeting and Closing Circle (Advisory for Upper Academy)
- Techniques aimed at promoting a positive classroom and school environment
- Restorative Justice