



Office of School Design and Charter Partnerships
2014-2015

NEW YORK FRENCH AMERICAN CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

New York French American Charter School	
Authorized Grades	Kindergarten – Grade 5
Authorized Enrollment	300
School Opened For Instruction	2010-2011
Charter Term Expiration Date	June 30, 2017
Last Renewal Term Type	Short Term (3 years)

School Information for the 2014-2015 School Year

New York French American Charter School	
Board Chair	Richard Ortoli
School Leader	Marc Maurice
District of Location	NYC Community School District 3
Borough of Location	Manhattan
Physical Address	311 West 120th Street, New York, NY 10027
Facility Owner	Private
School Type	Elementary School
Grades Served 2014-2015	Kindergarten – Grade 5
Enrollment in 2014-2015*	251
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-5
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	238 (Kindergarten), 63 (Grade 1), 39 (Grade 2), 61 (Grade 3), 39 (Grade 4), 29 (Grade 5)
Number of Students Accepted via the Charter Lottery	51 (Kindergarten), 10 (Grade 1), 2 (Grade 2), 11 (Grade 3), 2 (Grade 4), 2 (Grade 5)
Lottery Preferences (School Year 2014-2015)**	
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

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Rigorous Standards-Based Curriculum	New York French American Charter School (NYFACS) implemented the EngageNY curricula. The school reorganized the sequences of the French curricula in order to systematically address all the needed skills at each grade level. Teachers received training in lesson plan development, grading procedures, classroom protocols, and differentiation of instruction.
Delivery of Instruction	Teachers begin a school day explaining the objective of the day, followed by a warm-up activity consisting of a review of the previous lesson. Teachers are encouraged to use pivoting questions and other techniques in order to sustain the students' interests. Teachers also use a variety of assessment techniques to assess level of understanding and knowledge acquisition.
Parents as Partners	NYFACS believes that a successful school must have a high level of parent involvement. The school keeps the parents involved in their children's education by using "Real Time" database as an information center. Parents can view grades, attendance, behavior, and some assignments.
College Focus	NYFACS is preparing students to become bi-literate leaders in a global economy. The school's immersion model allows students to acquire the knowledge needed to meet the state standards and the ability to communicate well in French. Students are encouraged to maintain great work ethics, love for reading, mathematics, and the desire to become life-long learners.
Self-Awareness	NYFACS students are exposed to a variety of cultures in order to develop tolerance and acceptance. Teachers discuss rules of civility and how to become productive, self-sufficient citizens.
More Time on Task	A group of teachers will be examining the possibility of implementing block scheduling in order to ensure that students have 88 to 90 minute periods for mathematics and English Language Arts (ELA). Extended time on task has shown to help provide significant improvement in these disciplines.
Continuing Education	NYFACS offers a two and half hour After School Program designed to offer homework assistance in French and English for approximately one hour. The remaining time is used for recreation. In the 2015-2016 school year NYFACS will be offering the following activities: Italian, Yoga, Chess, Soccer, Taekwondo, and instrumental music.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	47	2
Grade 1	45	2
Grade 2	45	2
Grade 3	50	2
Grade 4	44	2
Grade 5	20	1
Total Enrollment	251	11

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

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 absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

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

% Proficient in English Language Arts		
	2012-2013	2013-2014
New York French American Charter School	27.6%	26.0%
CSD 3	46.8%	48.9%
Difference from CSD 3 *	-19.2	-22.9
NYC	27.7%	29.8%
Difference from NYC *	-0.1	-3.8
New York State **	31.1%	30.6%
Difference from New York State	-3.5	-4.6
% Proficient in Mathematics		
	2012-2013	2013-2014
New York French American Charter School	30.6%	33.6%
CSD 3	52.0%	56.0%
Difference from CSD 3 *	-21.4	-22.4
NYC	34.2%	39.1%
Difference from NYC *	-3.6	-5.5
New York State **	31.1%	36.2%
Difference from New York State	-0.5	-2.6

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

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

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
New York French American Charter School - All Students	71.0%	53.0%
Peer Percent of Range - All Students	76.7%	17.8%
City Percent of Range - All Students	70.5%	16.8%
New York French American Charter School – School's Lowest Third	69.0%	58.0%
Peer Percent of Range - School's Lowest Third	31.3%	0.0%
City Percent of Range - School's Lowest Third	31.9%	2.9%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
New York French American Charter School - All Students	83.5%	42.0%
Peer Percent of Range - All Students	95.2%	3.6%
City Percent of Range - All Students	98.4%	6.0%
New York French American Charter School – School's Lowest Third	88.0%	57.0%
Peer Percent of Range - School's Lowest Third	87.0%	9.5%
City Percent of Range - School's Lowest Third	86.2%	12.8%

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

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	-	-
English Language Learner Students	16.7%	27.3%
Students in the Lowest Third Citywide	40.0%	35.7%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	-	-
English Language Learner Students	42.9%	13.3%
Students in the Lowest Third Citywide	60.0%	13.3%

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

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of all third through fifth grade students will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2. Each year, 75% of all third through fifth grade students will perform at or above Level 3 on the NYS Math Exam.	Not Met
3. Each year, 75% of fourth grade students will perform at or above Level 3 on the NYS Science Exam.	Met
4. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests aligned to NYS standards in ELA and 75% of them will receive a score of at least 75 out of 100.	Partially Met
5. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests aligned to NYS standards in Math and 75% of them will receive a score of at least 75 out of 100.	Partially Met
6. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests aligned to NYS standards in Social Studies and 75% of them will receive a score of at least 75 out of 100.	Partially Met
7. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests aligned to NYS standards in Science and 75% of them will receive a score of at least 75 out of 100.	Partially Met
8. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests in French Language Arts and 75% of them will receive a score of at least 75 out of 100.	Partially Met
9. Each year, all kindergarten, first and second grade students will take New York French American Charter School teacher-designed tests in Histoire/Geo and 75% of them will receive a score of at least 75 out of 100.	Partially Met
10. Each year the school will have a daily student attendance rate of at least 95%, in accordance with the NYC DOE guidelines.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- The school completed vertical curriculum alignment and pacing guides for each grade level based on the Common Core Learning Standards (CCLS).
- Teachers were monitored through the use of the Danielson Framework for Teachers to gauge student engagement and continuous assessment outcomes

Interim Assessments Used

- Assessments used at the school include the following:
 - ELA Ready Interim Assessments;
 - Math Ready Interim Assessments;
 - Social Studies Interim; and
 - Science Interim.

Approach to Data-Driven Instruction

- Tests are itemized and analyzed for re-teaching purposes. Students are grouped based on their areas of weaknesses. Differentiated instruction is implemented accordingly.

Philosophy on Special Education and English Language Learner Service Provision

- The school's mission is to service a variety of students regardless of their language skills and abilities and towards that end the school has implemented an inclusion program.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - School Culture;
 - Lesson Planning, development and delivery; and
 - Classroom and School Protocols.

Teacher Evaluation

- Teachers are evaluated in an initial meeting which is scheduled with the teacher to discuss the lesson plan that will be implemented on the day of observation.
- During the evaluation the evaluator will gather evidence to support his or her ratings. During the post evaluation the teacher and evaluator will discuss the evaluation, compare notes, and provide feedback on the evaluation.

Differentiated Instruction

- Differentiation in the classroom is in accordance to students' assessed needs. The grouping changes throughout the school year based on targeted instruction.
- The school purchased a web-based program whereby students can be diagnosed and provided with specific prescriptions based on their area of deficiencies. The technology will help create learning centers in the classrooms so teachers can effectively differentiate instruction.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - Based on the 2013-2014 Renewal Report, the school is restructuring its academic program. These changes will focus on pedagogical techniques and implementation of continuous meaningful assessments while focusing on the mission of its charter

³ Self-reported information from school-submitted ACR self-evaluation form on May 7, 2015.

Learning Environment

- The school believes that classrooms should be welcoming to students. Classrooms should be rich in literature, student-centered, and contain posted student work in order to create an inviting classroom.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 11, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership

- School leadership reported that the school will be undertaking major transitions:
 - The school will be hiring two new coaches, ELA and Math, to provide more instructional coaching;
 - The school will start using the Danielson Framework to evaluate teachers; and
 - The school will begin using Engage NY to rework its curriculum and units of study to be more aligned to the Common Core Learning Standards.

Classroom Observations

- Thirteen classrooms were observed, with class sizes ranging from 15 to 24, with an average of 20 students.
- All classrooms included one to three teachers, with all classrooms using single lead or a lead and assist teaching model.
- In a majority of classes, questions asked students to demonstrate understanding, with an equal mix of classes with questions that asked students basic recall and analyze and apply understanding.
- There were very little observed examples of differentiation.
- The majority of checks for understanding took the form of classwork, with some questioning and observation.
- A majority of students appeared aware of expectations for behavior. There were some classes where students were off task.

Teacher Interviews

- Four teachers were interviewed as a part of the visit. Teachers reported:
 - The use of some data was being used to drive instruction.
 - That lesson plans were reviewed by the new school leadership in 2014-2015, which was a change from the prior year.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal (former) ⁴	Edith Boncompain	3
2. Principal (former interim acting) ⁵	Katrine Watkins	1
3. Assistant Principal (former) ⁶	Shainta Williams	2
4. Principal (current)	Marc Maurice	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Richard Ortoli	Chair – Finance & Facilities	Yes
2. Mason Mallory	Vice-Chair, Treasurer – Finance & Facilities Co-chair	Yes
3. Daniel Vos	Member – Finance & Facilities Co-chair	Yes
4. Carine Pena	Member – Governance Chair	Yes
5. Nicole Lloyd-Adbou	Member	Yes
6. Rebecca Engle	Member – Development Co-chair	Yes
7. Dionne Beckford	Member – Educational Accountability Co-chair	Yes
8. Diane Rosen	Member	Yes
9. James Zika	Member – Educational Accountability Co-chair	Yes
10. Pierre Fontaine	PTO Representative	Yes
11. Michelle Sidibe	PTO Representative	No
12. Amondine Courtois	Parent Representative	No
13. Laurence Falgorana	Parent Representative	No

⁴ Edith Boncompain left New York French American Charter School during the 2014-2015 school year. Her last day with the school was November 14, 2014.

⁵ Katrine Watkins left the school during the 2014-2015 school year. Her last day with the school was March 13, 2014.

⁶ Shainta Williams left the school during the 2014-2015 school year. Her last day with the school was October 17, 2014.

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Finance & Facilities	Yes	Yes
2. Development	Yes	Yes
3. Educational Accountability	Yes	Yes
4. Governance	Yes	No
5. Leadership Review	No	No

School Climate & Community Engagement

New York French American Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	24.0%
Instructional Staff Turnover (School Year 2014-2015)**	20.7%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	6
Does the School have a Parent Organization?	Yes
• If Yes, how many times did it meet (school Year 2013-2014)?	10
• If Yes, how many parents attended these meetings?	15
Average Daily Attendance Rate (School Year 2013-2014)***	95.5%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		New York French American Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-
	Most students at my school treat each other with respect.	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-
Parents	I feel satisfied with the education my child has received this year.	84%	96%	95%
	My child's school makes it easy for parents to attend meetings.	83%	94%	94%
	I feel satisfied with the response I get when I contact my child's school.	83%	93%	95%
Teachers	Order and discipline are maintained at my school.	80%	79%	80%
	The principal at my school communicates a clear vision for our school.	80%	69%	88%
	School leaders place a high priority on the quality of teaching.	80%	71%	92%
	I would recommend my school to parents.	80%	71%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	New York French American Charter School **	-	-
	NYC	-	-
Parents	New York French American Charter School	51%	63%
	NYC	54%	53%
Teachers	New York French American Charter School	88%	70%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	19 days	Weak
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	0.00	Weak
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.96	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.07	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	-0.12	Weak
Ratios	Debt to asset ratio	Ratio should be less than 1.00	1.22	Weak
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	3,781.33	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$41,874	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$22,542	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	13
Number of Board Members Required per the Bylaws	5-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	3
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	4
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	6 / 12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁷	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁸	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁷ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁸ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
29	9	31.0%	29	100.0%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	No
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In-School Suspensions: 0 (0%) Out-of-School Suspensions: 0 (0%)	

Enrollment and Retention Targets⁹

⁹ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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 (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, New York French American Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, New York French American Charter School retained:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	New York French American Charter School	72.7%	72.9%
	Effective Target	56.1%	56.2%
	Difference from Effective Target	+16.6	+16.7
Students with Disabilities (SWD)	New York French American Charter School	14.0%	15.1%
	Effective Target	13.8%	13.9%
	Difference from Effective Target	+0.2	+1.2
English Language Learners (ELL)	New York French American Charter School	24.4%	25.1%
	Effective Target	9.1%	9.2%
	Difference from Effective Target	+15.3	+15.9

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	New York French American Charter School	79.0%	N/A
	Effective Target	78.5%	-
	Difference from Effective Target	+0.5	-
Students with Disabilities (SWD)	New York French American Charter School	79.4%	N/A
	Effective Target	71.2%	-
	Difference from Effective Target	+8.2	-
English Language Learners (ELL)	New York French American Charter School	76.3%	N/A
	Effective Target	76.1%	-
	Difference from Effective Target	+0.2	

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-5	K-5
Enrollment	242	251
CSD(s)	3	3

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- New York French American Charter School does not plan to expand or replicate its school model.