



Office of School Design and Charter Partnerships
2014-2015

**VOICE CHARTER SCHOOL OF NEW YORK
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

VOICE Charter School of New York	
Authorized Grades	Grades K-8
Authorized Enrollment	650
School Opened For Instruction	2008-2009
Charter Term Expiration Date	July 31, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

VOICE Charter School of New York	
Board Chair(s)	Randolph Ford
School Leader(s)	Franklin Headley
District(s) of Location	NYC Community School District 30
Borough(s) of Location	Queens
Physical Address(es)	37-15 13th Street, Queens, NY 11101 (Grades K-2)
	36-24 12th Street, Queens, NY 11106 (Grades 3-7)
Facility Owner(s)	DOE (Grades K-2) & Private (Grades 3-7)
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-7
Enrollment in 2014-2015*	593
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 1-7
Does School Enroll New Students Mid-Year	No
Number of Applicants for Admission	2,101
Number of Students Accepted via the Charter Lottery	145
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
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/charters/information/directory.htm>

School Reported Current Key Design Elements	
Key Design Element	Description
Professional Learning Communities	VOICE Charter School of New York provides teachers with three preparation periods daily and creates teams to drive collaborative planning to raise student achievement.
Instruction Across Disciplines	The school ensures that students have access to content knowledge through deep experiences through rigorous music, visual arts, science, and physical education.
Socio Emotional Learning	Through three social workers, students have access to weekly instruction around social emotional skills such as resolving conflict and managing feelings as well as targeted small group instruction.
Workshop Model	The core of the school's instructional approaches ensure that students have concepts and procedures clearly modeled for them, as well as ample time to practice content and skills independently and with teacher support.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	97	4
Grade 1	116	4
Grade 2	97	4
Grade 3	80	3
Grade 4	63	2
Grade 5	56	2
Grade 6	53	2
Grade 7	31	1
Grade 8	-	-
Total Enrollment	593	22

* 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
VOICE Charter School of New York	29.5%	38.5%
CSD 30	31.2%	31.3%
Difference from CSD 30 *	-1.7	7.2
NYC	28.0%	28.7%
Difference from NYC *	1.5	9.8
New York State **	31.1%	30.6%
Difference from New York State	-1.6	7.9
% Proficient in Mathematics		
	2012-2013	2013-2014
VOICE Charter School of New York	45.0%	70.0%
CSD 30	35.7%	42.2%
Difference from CSD 30 *	9.3	27.8
NYC	32.7%	37.8%
Difference from NYC *	12.3	32.2
New York State **	31.1%	36.2%
Difference from New York State	13.9	33.8

* 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
VOICE Charter School of New York - All Students	61.5%	61.5%
Peer Percent of Range - All Students	39.1%	48.0%
City Percent of Range- All Students	42.3%	43.2%
VOICE Charter School of New York - School's Lowest Third	67.5%	65.0%
Peer Percent of Range - School's Lowest Third	17.4%	22.4%
City Percent of Range - School's Lowest Third	27.7%	23.4%
Median Adjusted Growth Percentile – Mathematics		
	2012-2013	2013-2014
VOICE Charter School of New York - All Students	68.5%	67.5%
Peer Percent of Range - All Students	56.6%	62.4%
City Percent of Range- All Students	63.3%	62.9%
VOICE Charter School of New York - School's Lowest Third	72.0%	63.0%
Peer Percent of Range - School's Lowest Third	39.1%	21.0%
City Percent of Range - School's Lowest Third	44.5%	28.1%

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

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	33.3%	45.0%
English Language Learner Students	36.4%	44.4%
Students in the Lowest Third Citywide	39.1%	45.2%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	26.7%	20.0%
English Language Learner Students	27.3%	38.9%
Students in the Lowest Third Citywide	60.0%	15.8%

* 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, the school will achieve a C or greater on the Overall and Progress sections of the NYC DOE Progress Report in all years of the charter term.	N/A
2. Each year, the school will achieve a C or greater in Environment Section of the NYC DOE Progress Report in all years of the charter term.	N/A
3. Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS ELA Exam.	Not Met
4. Each year, grade-level cohorts will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 75% at or above Level 3 on the current year's NYS ELA Exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.	Not Met
5. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS ELA Exam will be greater than that of all students in the same tested grades in Community School District 30.	Met
6. Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will place the school in the top quartile of all similar schools.	Met
7. Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS Math Exam.	Partially Met
8. Each year, grade-level cohorts will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam and 75% at or above Level 3 on the current year's NYS Math exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.	Partially Met
9. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS Math Exam will be greater than that of all students in the same tested grades in Community School District 30.	Met
10. Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will place the school in the top quartile of all similar schools.	Met
11. Each year, 75% of fourth grade students who are enrolled in at least their second year will perform at or above Level 3 on the NYS Science Exam.	Met
12. Each year, students who are enrolled in at least their second year and performing at or above Level 3 on the NYS Science Exam will be greater than that of fourth grade students in Community School District 30.	N/A
13. Each year, the school will have a daily student attendance rate of at least 95%.	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

- VOICE Charter School of New York spent the 2014-2015 school year focused on building students' reading skills through modeling and making time for independent practice in a variety of texts. Units of study focused on particular dimensions of the Common Core Learning Standards and helped students build connections between reading and writing. The school combined conceptual and procedural understanding with computational fluency to drive mathematics instruction.
- During the 2014-2015 school year, VOICE Charter School of New York began revising its curriculum design process to ensure an outcomes based approach to planning.

Interim Assessments

- During the 2014-2015 school year, the school gave four interim assessments to students in grades three through seven in English Language Arts (ELA) and Mathematics and three interim assessments to students in grades one and two in Mathematics based on NY Ready materials and materials provided through Engage.NY.

Approach to Data-Driven Instruction

- The school developed skills instruction in ELA to build students' close reading of rigorous, grade appropriate texts and added additional time for practice to build students' computational fluency in mathematics.
- The school started with clear instructional outcomes for what it wanted students to learn and then designed rigorous assessments to measure whether students could reach those outcomes.
 - After teaching the skills and content, students take assessments to measure their learning.
 - Teachers receive spreadsheet pre-populated with their class's data results for unit and interim assessments.
- During data meetings facilitated by an administrator, teams work to identify common areas of weakness amongst students and to build lesson plans to re-teach the underlying sub-skills in either whole group or small group settings

Philosophy on Special Education and English Language Learner Service Provision

- VOICE Charter School of New York embeds supports for English Language Learner (ELL) students in its curriculum. The school teaches phonics through daily whole group Foundations in grades kindergarten through two, and its music curriculum includes the teaching of songs in many languages and instruction in the idioms of these languages.
- The school promotes inclusion where ever it is possible. It has Integrated Co-Teaching classes in its elementary grades, which allows for differentiation while upholding high expectations for students with Individualized Education Programs (IEPs).

Professional Development Opportunities

- All faculty members received two weeks of professional development in August with a focus on aligning around school values, implementing new instructional approaches, and extensive collaborative planning time in order to build curriculum derived from Common Core Learning Standards.
- New teachers received three additional full days of professional development in August focused on classroom management and lesson delivery.
- Teachers are encouraged to attend conferences. Over 20% of school faculty attended a national conference in their discipline during the 2014-2015 school year and another 40% attended at least one other external professional development.

Teacher Evaluation

- Teachers are evaluated twice a year using a tool developed based on several NY state approved frameworks in the categories of instructional techniques and professional responsibilities.

³ Self-reported information from school-submitted ACR self-evaluation form on April 24, 2015.

Differentiated Instruction

- The school differentiates instruction based on:
 - interim data results; and
 - classroom data (assessments, use of data trackers, etc.).
- The school differentiates instruction for students through:
 - different models of teaching via the two teachers (middle school) and the Special Education teachers (high school);
 - stations teaching and other small groupings (both heterogeneous and homogeneous based on student needs); and
 - student choice in projects and assignments.
- The school continues to strive for excellence in differentiating instruction, and has identified it as a target area of improvement moving forward.

Adjustments Based on 2013-2014 Data

- The 2013-2014 student achievement data drove improvements to the school's instructional program around Common Core Learning Standards. Data from interim assessments showed that students were more successful with narrative text. The school realized that these units of study had a much heavier focus on fiction, and so school leadership introduced more units that included informational text.
- When reviewing data regarding mathematics, the school noticed that students were struggling with simpler calculations, and so school leadership introduced additional computational fluency exercises.
- In addition, the school noticed that students' use of procedures in math were stronger than their conceptual understanding, and so school leadership introduced additional lesson techniques through the use of cognitively guided instruction to engage students in deeper problem solving work.

Learning Environment

- The school strives to have a supportive environment that is conducive to developing critical thinking and complex communication skills. The school promotes deep questioning in teachers as well as student-centered learning experiences through project-based learning and data tracking.

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	Franklin Headley	7
2. Assistant Principal	Hakeem Mir	7
3. Assistant Principal	Zoe Rind-Ryan	4

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. Michael Karp	Member – <i>Academic Accountability</i>	Yes
2. Richard Grassey	Member	Yes
3. Christopher Doyle	Secretary – <i>Academic Accountability</i>	Yes
4. Kevin Bean	Member	Yes
5. Marc Cohen	Member – <i>Nominating, Audit</i>	Yes
6. Michael Kirkbride	Treasurer – <i>Finance</i>	Yes
7. Lorraine Cecere	Member – <i>Academic Accountability</i>	Yes
8. Robert de Luna	Member	Yes
9. Arthur Stainman	Member – <i>Audit</i>	Yes
10. Christina Young	Member	Yes
11. Jessica Wilt	Member	Yes
12. Randolph Ford	President – <i>Academic Accountability</i>	Yes
13. Carmela Collier	Member ex Officio	Yes

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. Audit Committee	Yes	No
2. Finance Committee	Yes	Yes
3. Academic Accountability	Yes	Yes
4. Nominating Committee	Yes	Yes

School Climate & Community Engagement

VOICE Charter School of New York	
Instructional Staff Turnover (School Year 2013-2014)*	29.7%
Instructional Staff Turnover (School Year 2014-2015)**	0.0%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	0
Does the School have a Parent Organization?	Yes
• If Yes, how many times did it meet?	14
• If Yes, how many parents attended these meetings?	12
Average Daily Attendance Rate (School Year 2013-2014)***	95.1%

* 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		VOICE Charter School of New York		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	61%	62%
	Most students at my school treat each other with respect.	-	71%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	91%	79%
Parents	I feel satisfied with the education my child has received this year.	94%	98%	95%
	My child's school makes it easy for parents to attend meetings.	96%	95%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	97%	95%
Teachers	Order and discipline are maintained at my school.	93%	74%	80%
	The principal at my school communicates a clear vision for our school.	96%	92%	88%
	School leaders place a high priority on the quality of teaching.	92%	89%	92%
	I would recommend my school to parents.	93%	89%	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*	VOICE Charter School of New York	-	97%
	NYC	-	83%
Parents	VOICE Charter School of New York	71%	69%
	NYC	54%	53%
Teachers	VOICE Charter School of New York	90%	97%
	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)	96 days	Strong
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)	1.04	Strong
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)	1.03	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	0.04	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.18	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.49	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.63	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$542,603	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$870,711	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	7-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	2
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No; minutes from meetings are not posted on the school's website
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	3 / 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 ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED 2013-2014	Yes
Financial Audit Posted 2013-2014	Yes

⁴ 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.

⁵ 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:
44	5	11.4%	44	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	Yes
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: 16 (3%) Out of School Suspensions: 0 (0%)	

Enrollment and Retention Targets⁶

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.

⁶ 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>.

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, VOICE Charter School of New York served:
 - a lower 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 lower 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, VOICE Charter School of New York retained:
 - a lower 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)	VOICE Charter School of New York	84.4%	82.8%
	Effective Target	86.8%	87.4%
	Difference from Effective Target	-2.4	-4.6
Students with Disabilities (SWD)	VOICE Charter School of New York	20.3%	18.7%
	Effective Target	12.5%	12.4%
	Difference from Effective Target	+7.8	+6.3
English Language Learners (ELL)	VOICE Charter School of New York	26.0%	26.3%
	Effective Target	33.3%	32.3%
	Difference from Effective Target	-7.3	-6.0

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	VOICE Charter School of New York	79.2%	N/A
	Effective Target	84.1%	-
	Difference from Effective Target	-4.9	-
Students with Disabilities (SWD)	VOICE Charter School of New York	80.5%	N/A
	Effective Target	79.6%	-
	Difference from Effective Target	+0.9	-
English Language Learners (ELL)	VOICE Charter School of New York	82.8%	N/A
	Effective Target	82.6%	-
	Difference from Effective Target	+0.2	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-6	K-7
Enrollment	558	593
CSD(s)	30	30

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:

- VOICE Charter School of New York will continue with the approved charter to serve students in grades kindergarten through eight. VOICE Charter School will reach scale serving students in grades kindergarten through eight in the 2015-2016 school year.