



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Equality Charter School

SCHOOL YEAR 2015-16

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TABLE OF CONTENTS

PART 1: SCHOOL OVERVIEW	2
CHARTER SCHOOL BACKGROUND	2
SCHOOL HIGHLIGHTS.....	2
CURRENT SCHOOL SNAPSHOT	3
CURRENT BOARD OF TRUSTEES.....	4
CHARTER AUTHORIZATION PROFILE	4
PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW	6
FRAMEWORK	6
ESSENTIAL QUESTIONS AND STANDARDS	6
PART 3: REVIEW	7
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?	7
ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?	11
ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?	16
APPENDIX A : SCHOOL OVERVIEW	19
APPENDIX B : ACADEMIC PERFORMANCE	21
APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	22
APPENDIX D : ADDITIONAL REGENTS PASS RATES	24
APPENDIX E : CHARTER SCHOOL GOALS	25
APPENDIX F : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS	32
APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA	33
APPENDIX H : SCHOOL VISIT NOTES	34

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

Equality Charter School (“Equality”) is a middle and high school split-sited in the Baychester and Castle Hill neighborhoods of Bronx. The middle school is located in a NYC DOE-operated building in Community School District 11 and is co-located with P.S. 160 Walt Disney and P.S. 168. The high school is located in private space in Community School District 8.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Caitlin Franco has been at the school for seven years; High School Principal Favrol Philemy has been at the school for six years; Middle School Principal Amanda Huza has been at the school for six years; Chief Financial Officer Gabriel Park has been at the school for five years; Assistant Principal Amanda Myers has been at the school for seven years; Assistant Principal Marie McManus has been at the school for four years; Director of Operations Tracee Black has been at the school for four years; Director of Curriculum Jen Gowers has been at the school for two years; Director of Adult Programs Errol Olton has been at the school for seven years; Finance Manager Patrick Pierre has been at the school for six years; Instructional Coach Cara Fitzgerald has been at the school for two years; Instructional Coach Jocelyn Kelly has been at the school for two years; SpEd Coordinator Kelley Parker has been at the school for five years; and Executive Assistant Parbattie Arnold-Sukhram is new to the school this academic year.

SCHOOL HIGHLIGHTS

Equality is thoughtfully planning for the alignment of their middle and high school and continuing to adjust their curriculum and culture to ensure that students are prepared academically and socially for high school. The school is moving toward more student-centered and project-based learning, increasing the amount of independence and agency that students have in their learning as they get older.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

	Equality Charter School
DBN	84X488
School Leader(s)	Amanda Huza (MS), Favrol Philemy (HS)
Executive Director	Caitlin Franco
Board Chair(s)	Ed Hubbard
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	11 (Grades 6-8), 8 (Grades 9-10)
Physical Address(es)	4140 Hutchinson River Parkway East, Bronx, NY 10475 (6-8) 2141 Seward Avenue, Bronx, NY 10473 (9-10)
Facility Owner(s)	DOE & Private
Enrollment ²	446
Grades Served	6-10

² According to ATS data as of October 14, 2015.

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Dan Aks		Academic Accountability	4	4/6
2. Stanley Buchesky	Vice Chair	Academic Accountability, Development, Governance	7	3/6
3. Ed Hubbard	Chair	Finance, Governance	6	6/6
4. Denise Leonhard	Treasurer	Finance, Governance	6	3/6
5. Joshua Weitzman	Secretary	Academic Accountability, Finance	7	6/6
6. Michael Callender			<1	2/5
7. Ardian Hasko		Finance, Development	<1	3/5
8. Michael Zelkind		Finance, Development	<1	4/5
9. Alexandra Lanza		Finance, Development	<1	5/5
10. Erika King		Academic Accountability, Development	<1	2/5
11. Eugene Leventhal		Finance, Development	<1	0/0

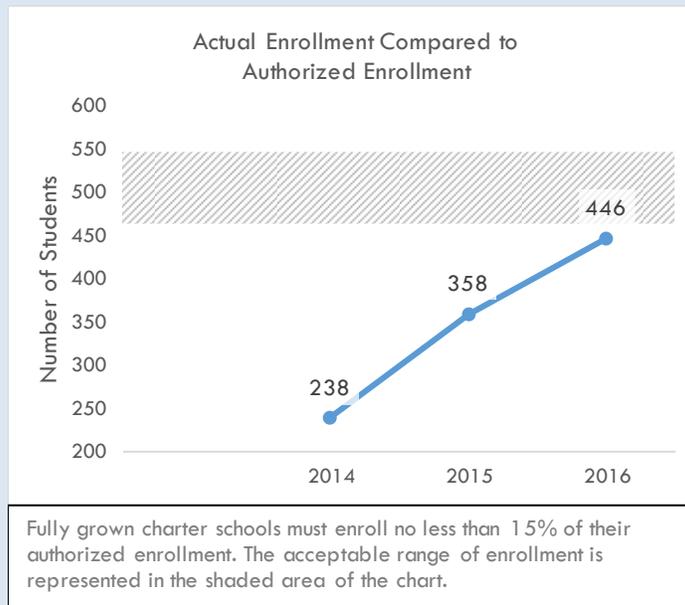
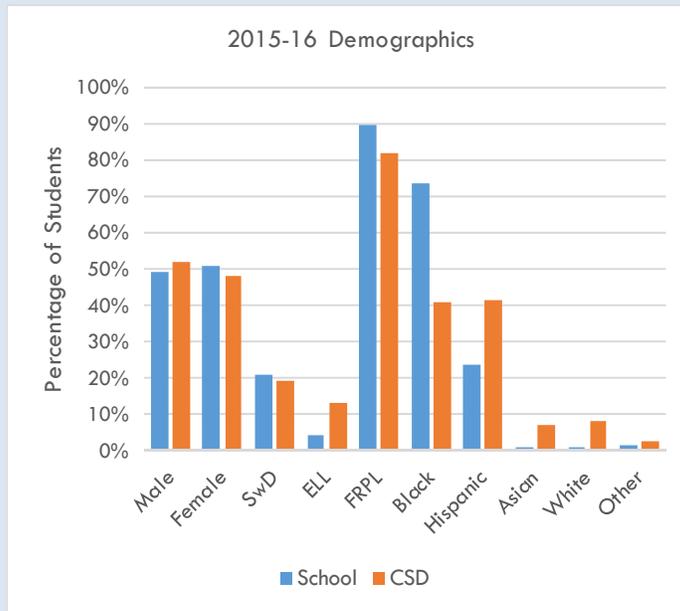
CHARTER AUTHORIZATION PROFILE

Equality Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	6-12
Current Authorized Enrollment	546

Equality Charter School was renewed for a full 4.5 year term in the 2013-14 academic year with no conditions.

³ 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



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

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;

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)

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:

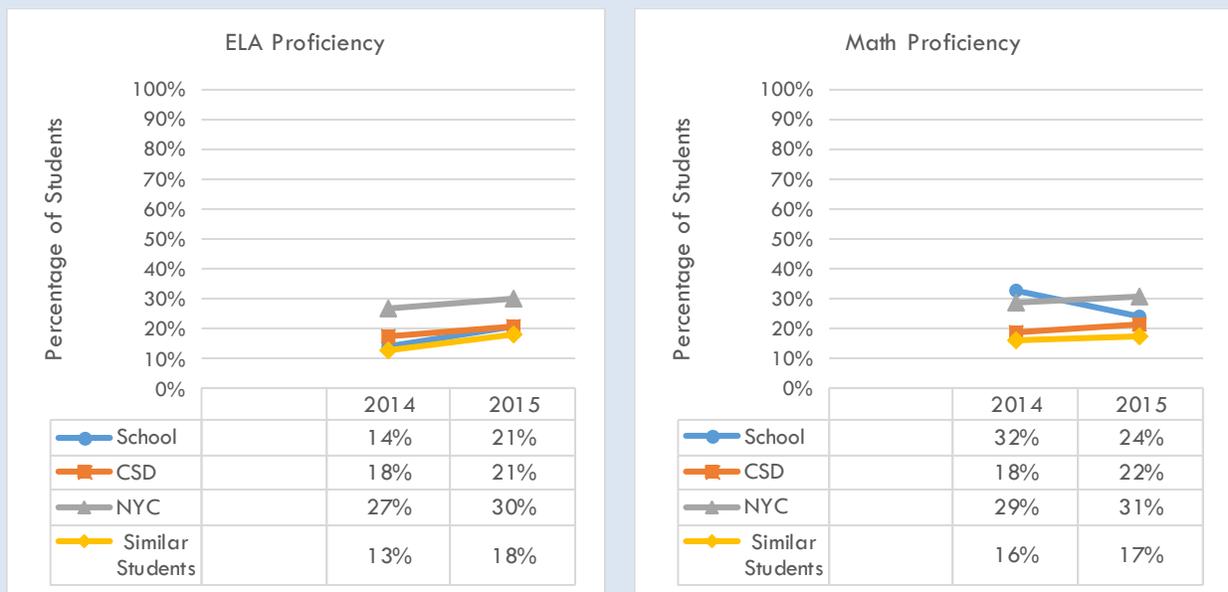
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

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 E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



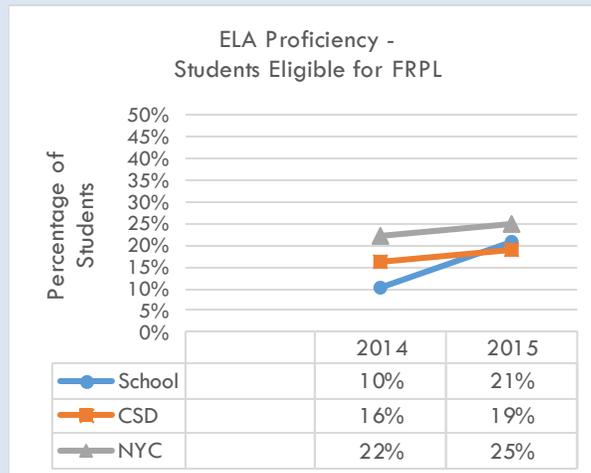
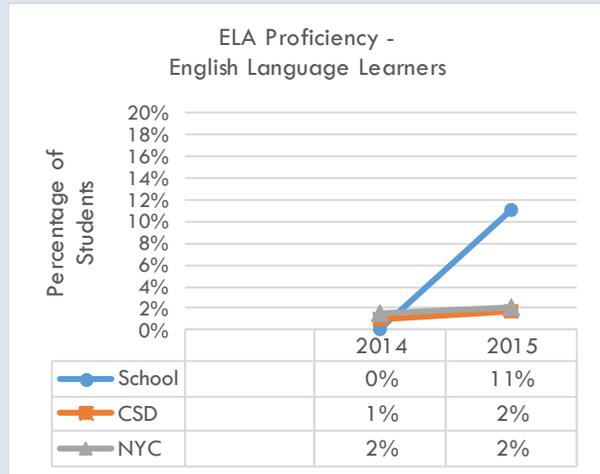
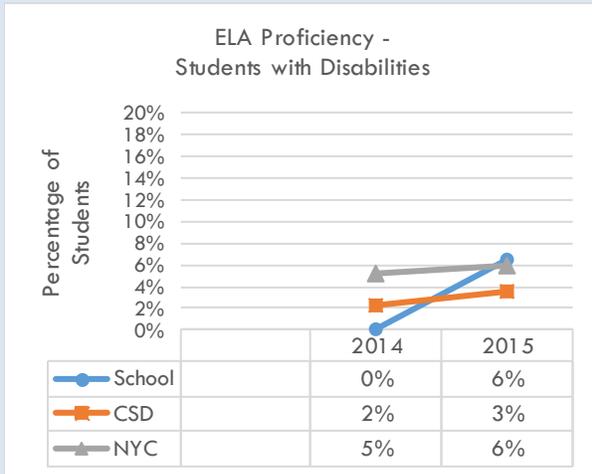
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ 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.

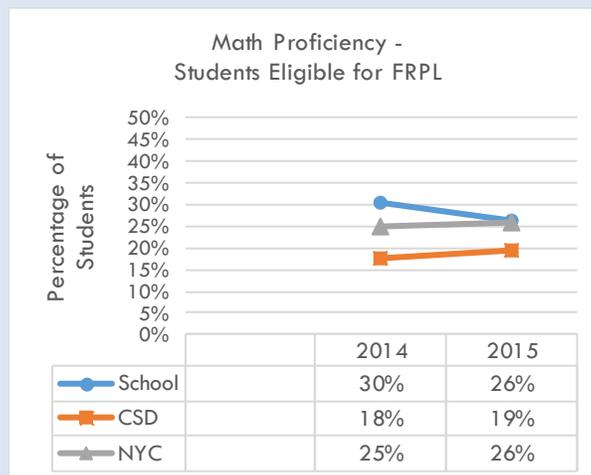
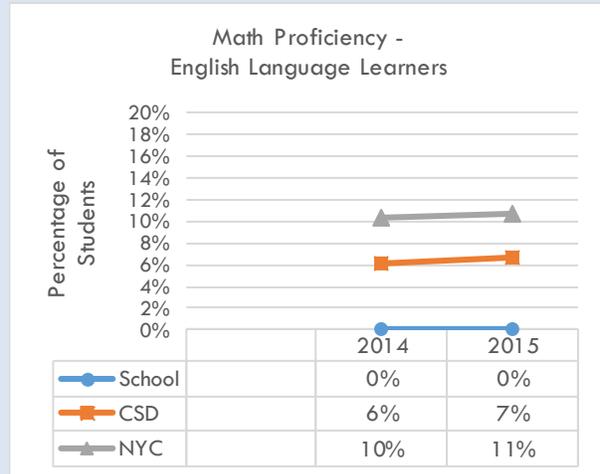
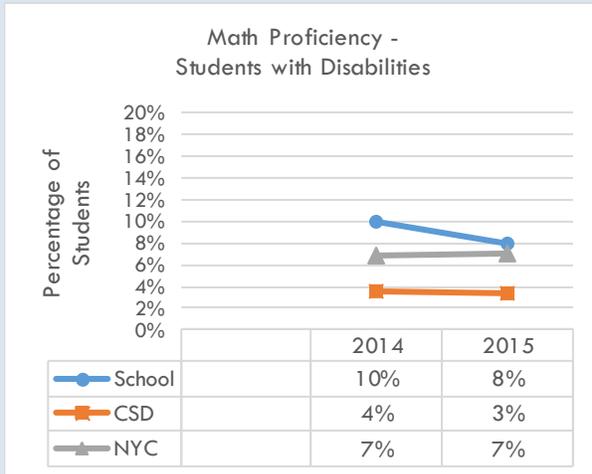
⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

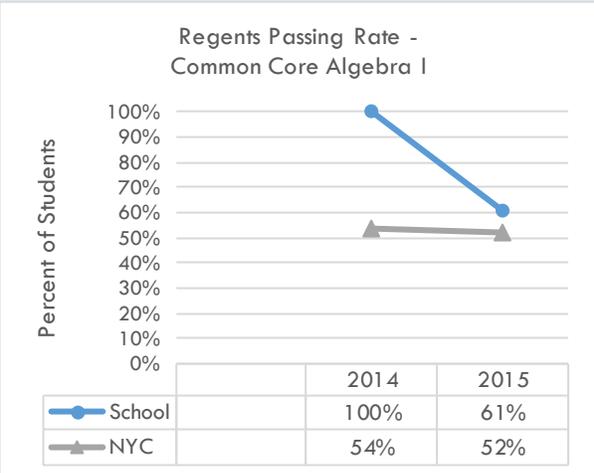
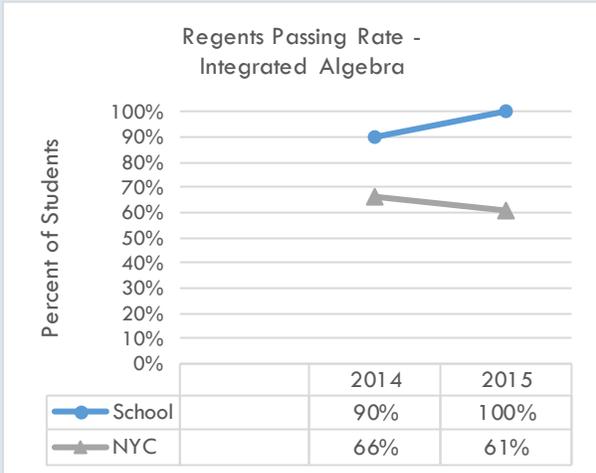
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



⁷ For additional Regents information, please see Appendix D.

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 H.

RIGOROUS STANDARDS-BASED CURRICULUM

Equality Charter School uses a common core aligned curriculum with a focus on teaching for depth, not breadth.

FULL INCLUSION MODEL

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

CAREER FOCUS

The school works to focus scholars on learning about different careers at a young age in order to connect with careers first, then to see college as a mechanism with which to attain their dream careers.

NURTURING SCHOOL ENVIRONMENT

Equality works to create a nurturing and supportive school environment that values social development alongside academic achievement.

GROWTH MINDSET

Equality values and acknowledges growth - for scholars and staff - above everything else.

PARENTS AS PARTNERS

Equality works with families to create the best school environment possible for their children.

PROACTIVE AND POSITIVE BEHAVIORAL MODEL

Equality proactively teaches behavioral expectations.

GOVERNANCE

The Board of Trustees consists of 11 members, which is consistent with the minimum of seven and maximum of 15 members established in the Board's bylaws. The Board's five committees include Executive, Governance, Finance, Development, and Academic Accountability.

The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board, however, is scheduled to meet 12 times between July 1, 2015 and June 30, 2016 and has met seven times between July 1, 2015 and February 1, 2016.

All Board members have submitted required forms.

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

For detailed information on the efforts the school is taking to enroll 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 F.

SUPPORTIVE ENVIRONMENT

<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	Compliant	

OPERATIONAL STABILITY

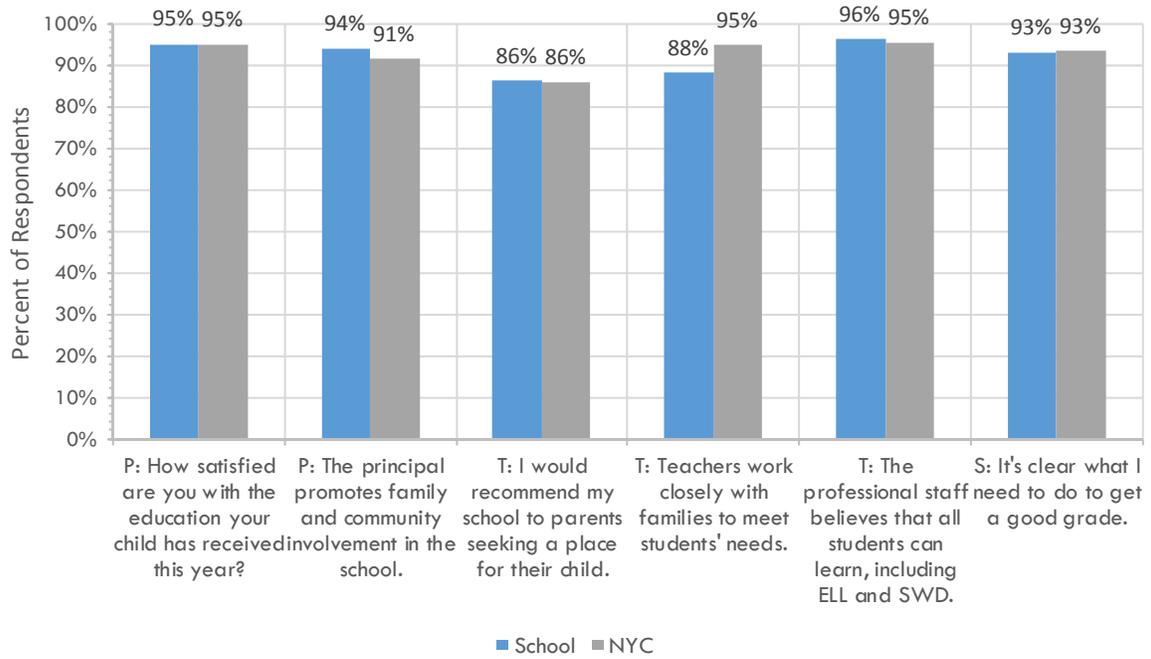
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter 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 ⁸	Compliant	

⁸ Quorum is defined as 50% of the board members plus one member are present at a board meeting.

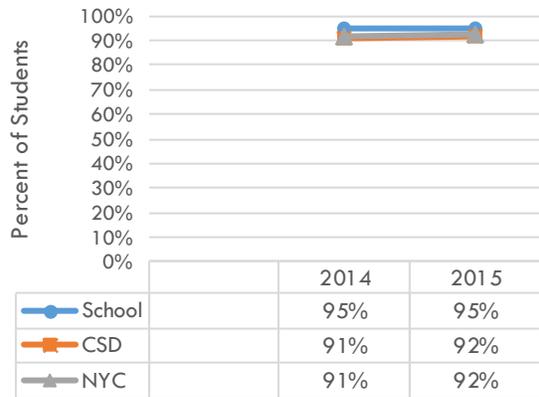
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<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 prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	Not all staff members had fingerprint clearance before start date
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	

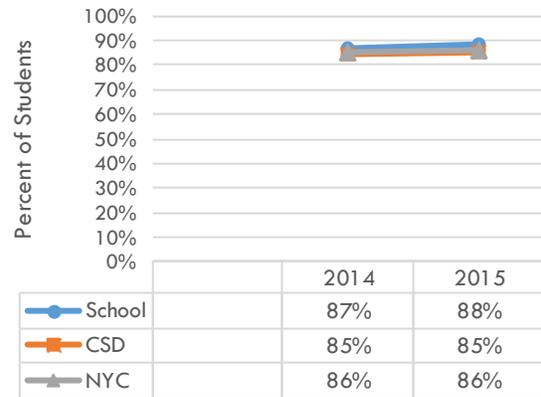
Percent Satisfaction on the NYC School Survey



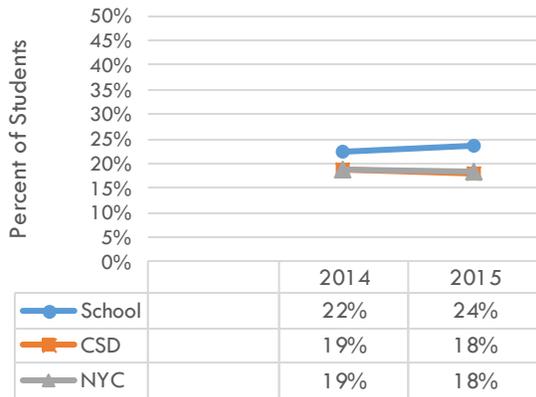
Attendance Rates



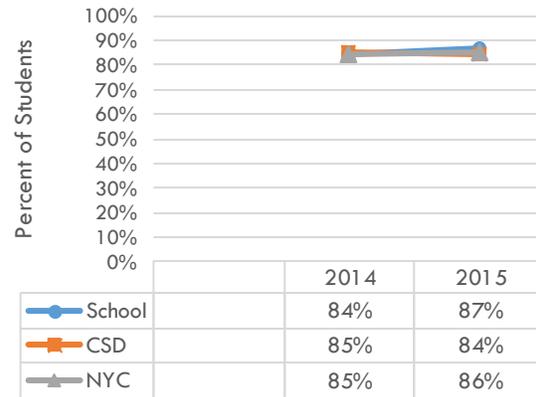
Retention Rates



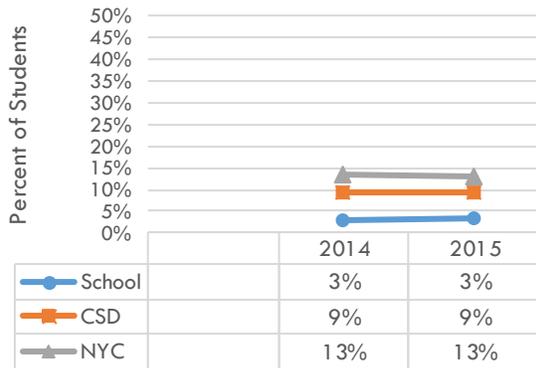
Enrollment Rates - Students with Disabilities



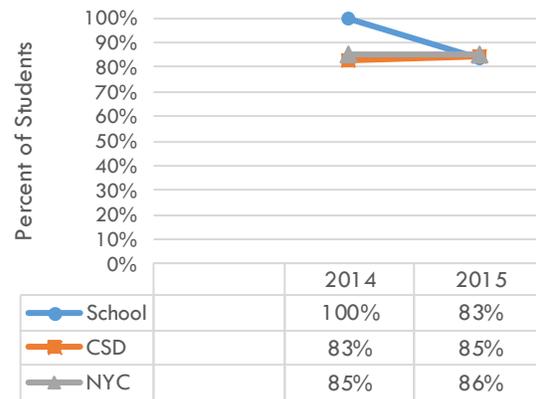
Retention Rates - Students with Disabilities



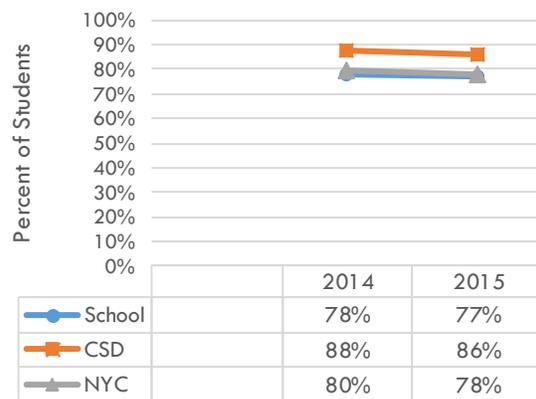
Enrollment Rates - English Language Learners



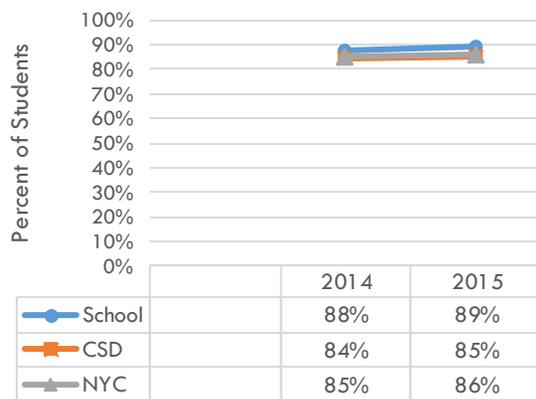
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Equality 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 E. These goals relate to short- and long-term financial viability.

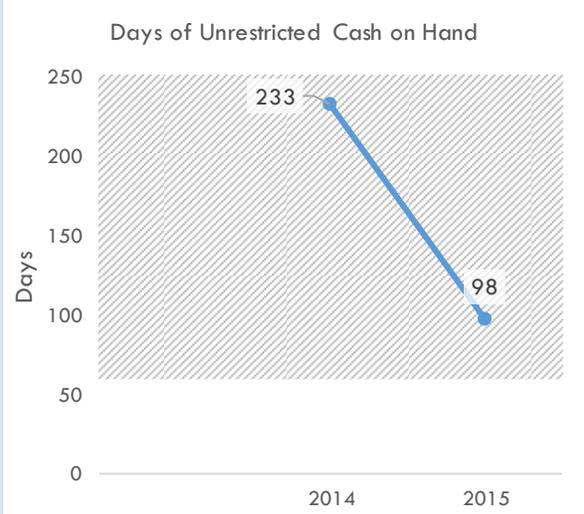
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

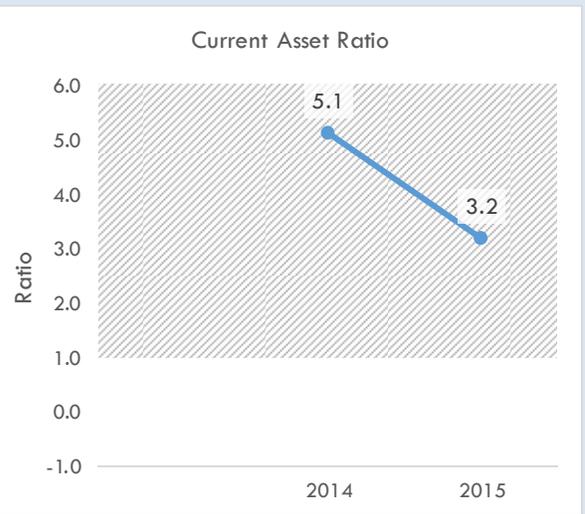
The school has entered into a long-term operating lease expiring in 2028.

The school has \$71,278.89 in escrow, meeting the \$70,000 requirement, though the funds are in a Small Business Money Market Account, not an escrow account.

SHORT-TERM FINANCIAL VIABILITY⁹



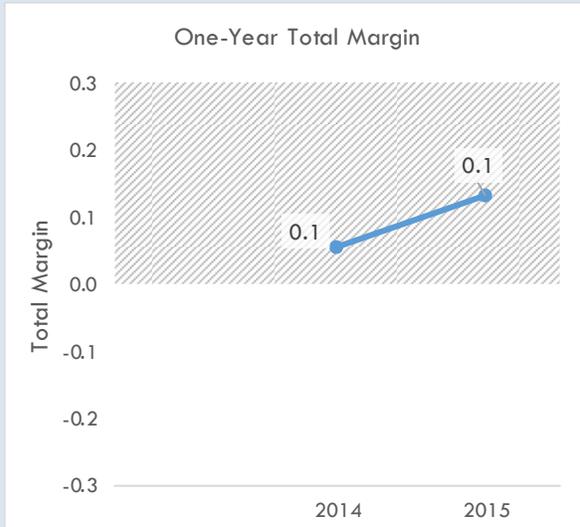
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



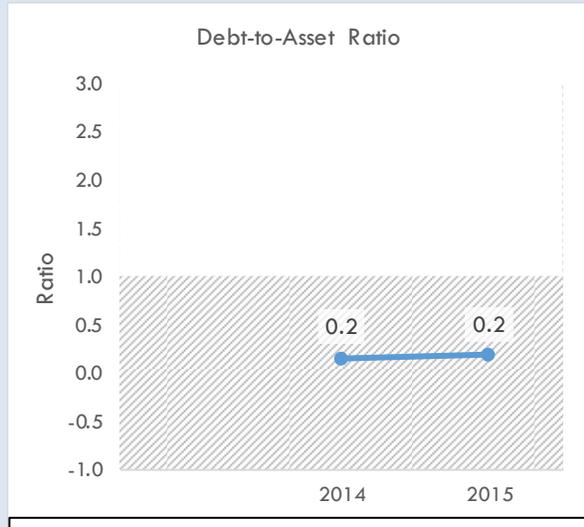
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁹ 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.

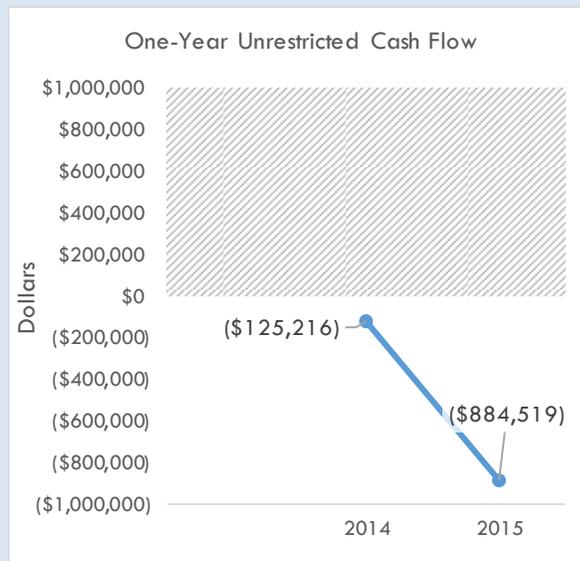
LONG-TERM FINANCIAL SUSTAINABILITY



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.

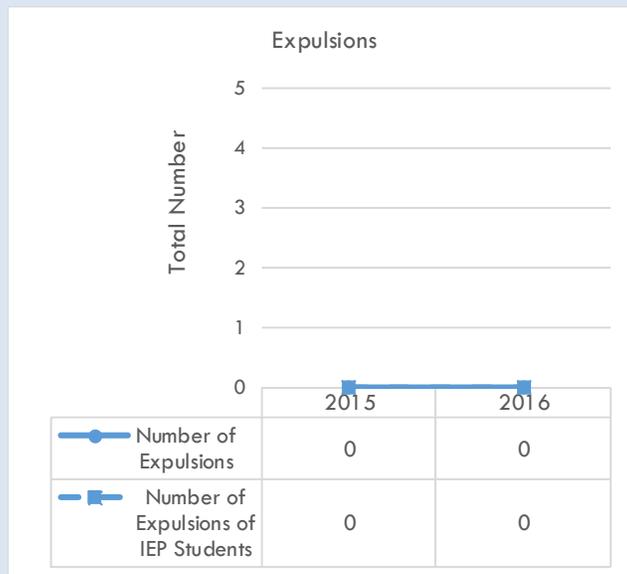
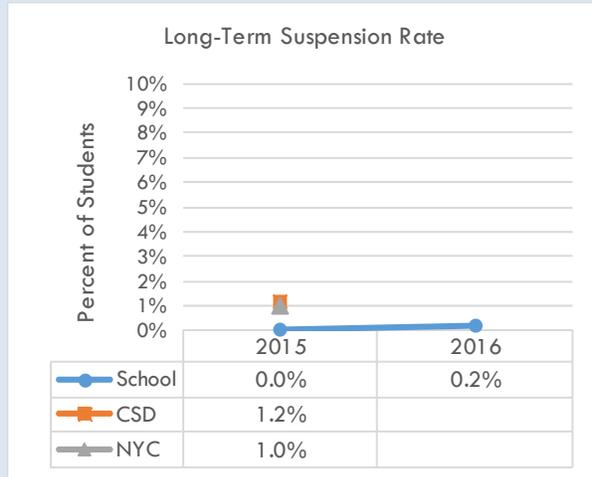
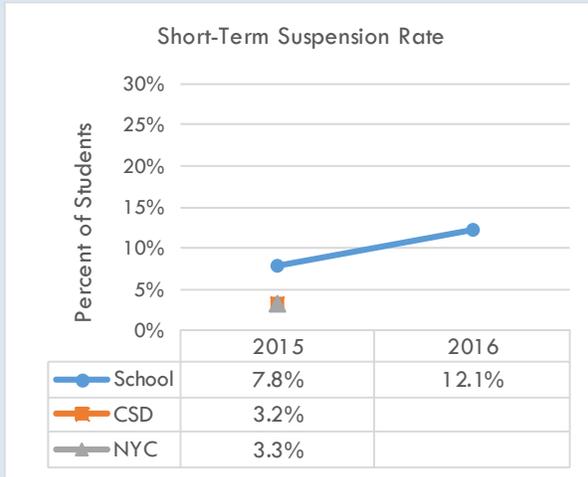
APPENDIX A: SCHOOL OVERVIEW

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	178
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade 6 – Grade 8: 3 sections per grade Grade 9 – Grade 10: 4 sections per grade
Primary Entry Grade(s)	6
Additional Grade(s) for which Student Applications are Accepted	The school did not report
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	810
Number of Students Accepted via the Lottery (School Year 2015-16)	90 (Grade 6), 8 (Grade 9), 2 (Grade 10)
<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 RATES¹⁰



¹⁰ 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
Equality Charter School			
Grade 6	8%	18%	25%
Grade 7	12%	9%	16%
Grade 8	8%	16%	21%
DIFFERENCE FROM CSD			
Grade 6	-7%	1%	5%
Grade 7	-5%	-7%	-3%
Grade 8	-10%	-4%	-3%

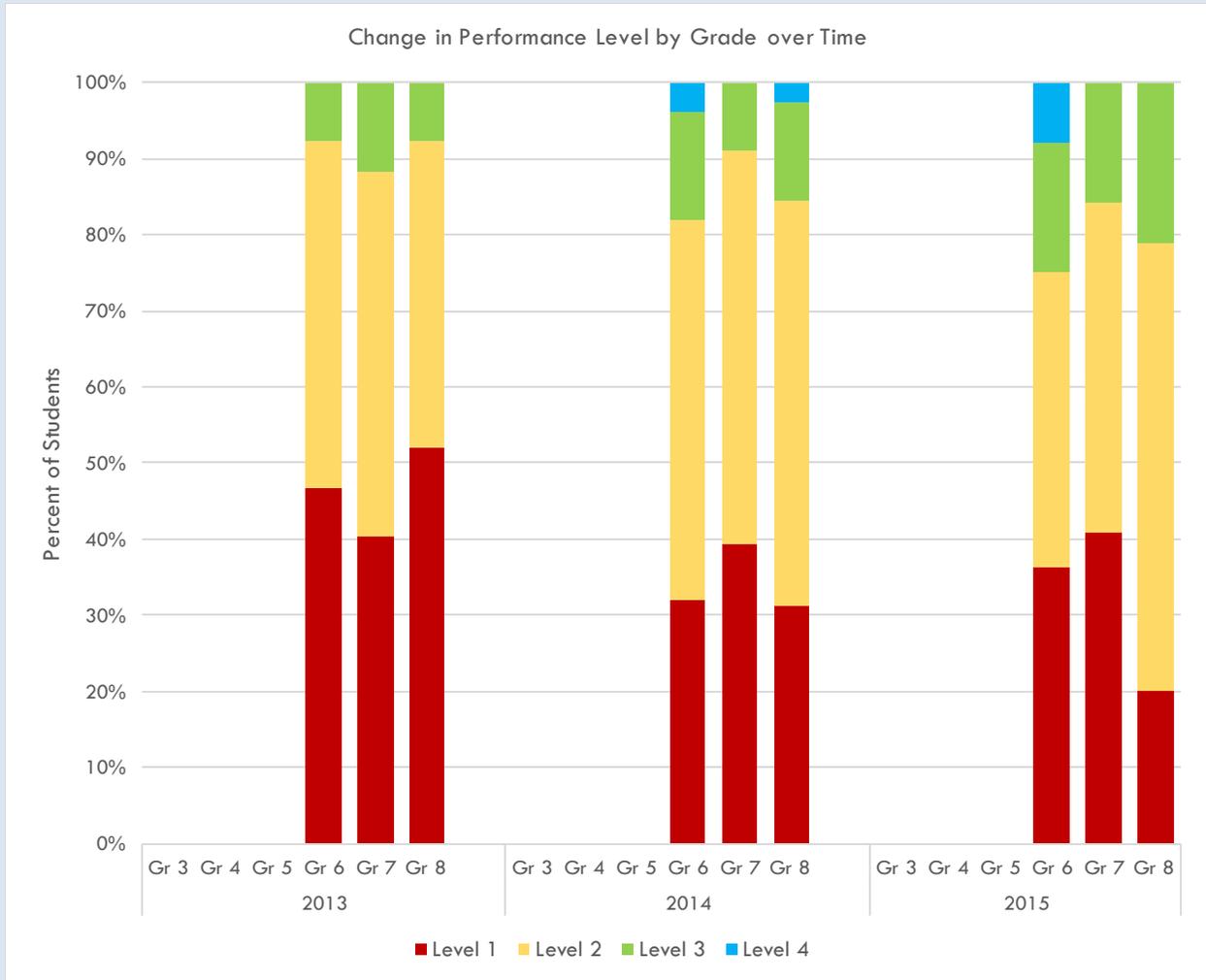
GRADE-LEVEL PROFICIENCY IN MATH

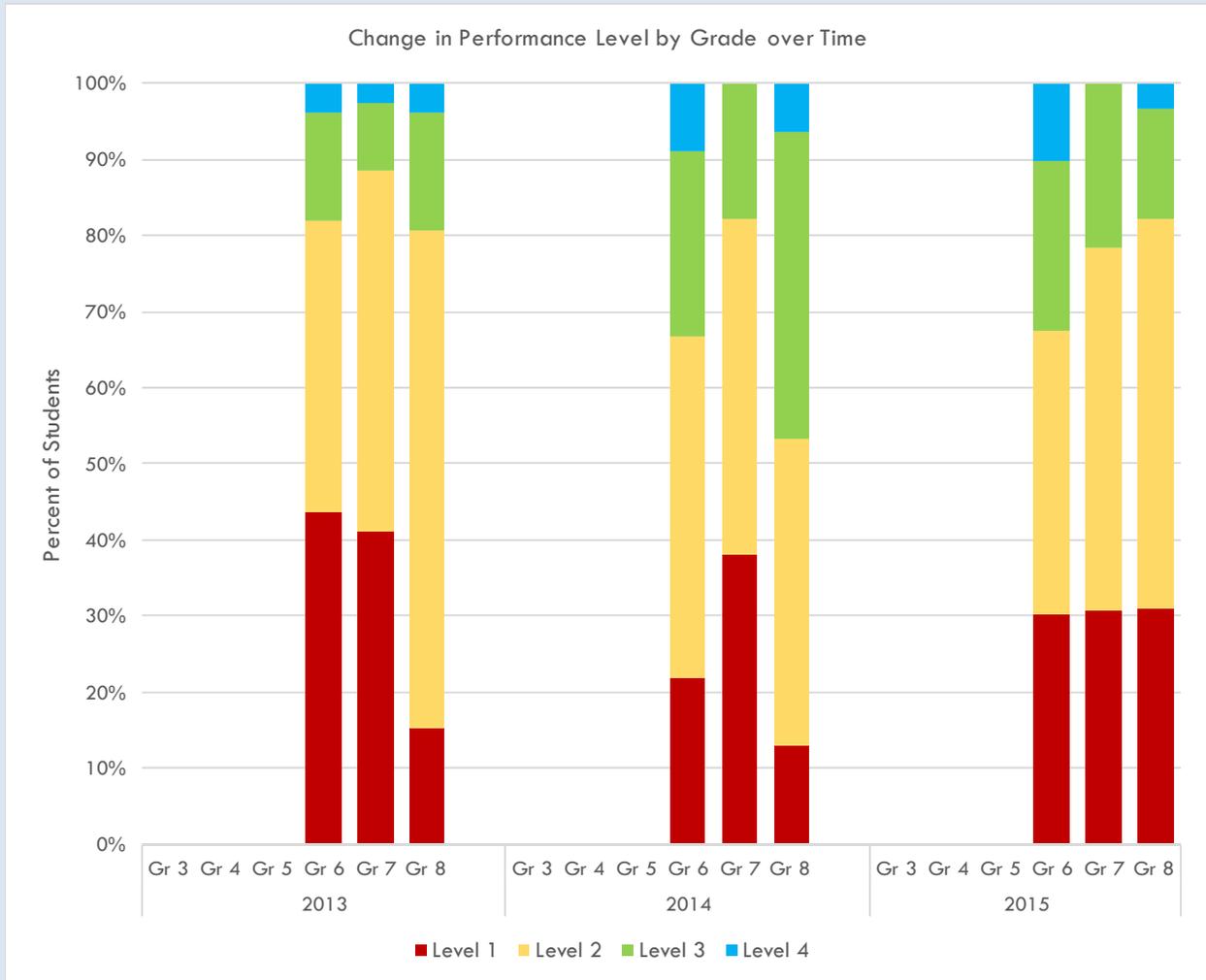
	2012-2013	2013-2014	2014-2015
Equality Charter School			
Grade 6	18%	33%	33%
Grade 7	12%	18%	22%
Grade 8	19%	47%	18%
DIFFERENCE FROM CSD			
Grade 6	-2%	7%	6%
Grade 7	-4%	0%	-2%
Grade 8	5%	36%	2%

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

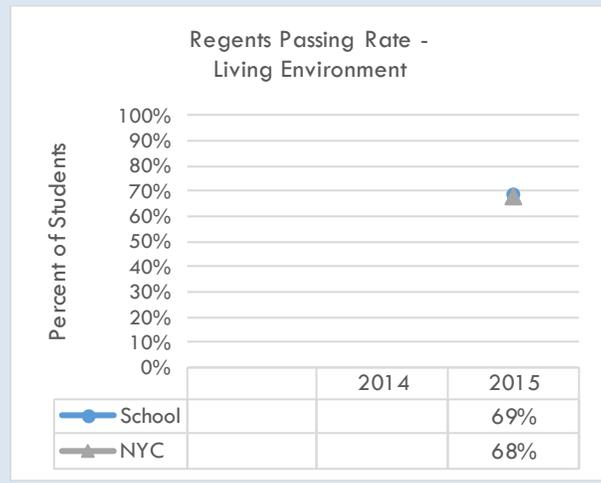
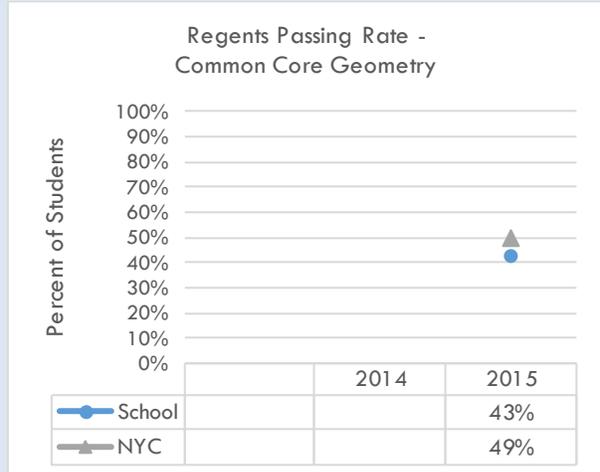
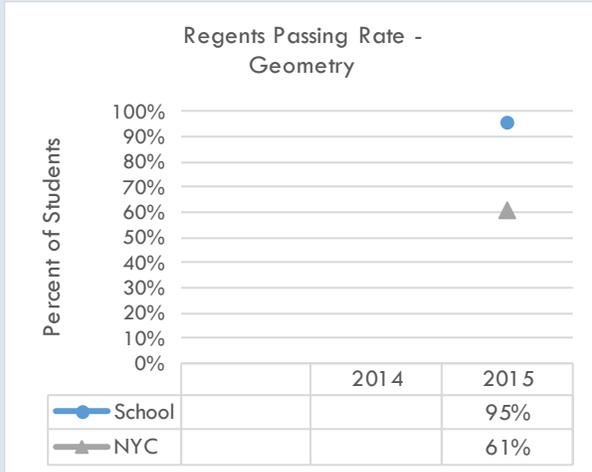
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES



APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 5 of 11 applicable academic charter goals in its most recent year
- Operational Goals:
 - 7 of 7 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	Absolute Performance - Overall Throughout the course of the school's next charter term, it will earn a score of B or better in "Performance" section of the citywide Progress Report.	N/A at this time NYCDOE Progress Report not issued - http://schools.nyc.gov/SchoolPortals/11/X488/AboutUs/Statistics/default.htm
	Absolute Performance 6 th -8 th ELA Throughout the course of the school's next charter term, the school will show progress towards achieving earning 75 percent of 6 th -8 th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	Partially Met - 20.7% of our 6 th -8 th grade students achieved Level 3; 67.7% achieved Level 2
	Absolute Performance 6 th -8 th Math Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 6 th -8 th graders who have been enrolled at	Partially Met - 23.9% of our 6 th -8 th grade students achieved Level 3; 69.3% achieved Level 2

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

¹² 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>the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>Partially Met - 53% of 8th grade students achieved Proficiency</p>
<p>Absolute Performance 8th Science Throughout the course of the school's next charter term, the school will show progress towards achieving 75% of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.</p>	
<p>Value Added/Progress - Overall Throughout the course of the school's next charter term, the school will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.</p>	<p>N/A at this time NYCDOE Progress Report not issued - http://schools.nyc.gov/SchoolPortals/11/X488/AboutUs/Statistics/default.htm</p>
<p>Value Added/Progress - ELA Throughout the next charter term, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year. • For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 of the new charter term from the percentage of the same students who scored proficient on the NYS ELA test in year 2 of new charter term and were continuously enrolled for two consecutive years on BEDS day.</p>	<p>Not Met</p>

<p>Value Added/Progress – Math</p> <p>For years 2 through 5 of the proposed charter, each grade-level cohort of the same students will reduce by a quarter between the percent at or above Level 3 on the previous year’s State Math exam (baseline) and 75 percent at or above Level 3 on the current year’s State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year’s Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p> <ul style="list-style-type: none"> • For measuring this goal, the difference will be calculated by subtracting the percentage of student who scored proficient on the NYS MATH test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS MATH test in year 2 and were continuously enrolled for two consecutive years on BEDS day). 	<p>Not Met</p>
<p>Comparative Performance Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYC DOE.</p>	<p>Met - our percentage of students meeting Level 3 proficiency for ELA was 20.7%; the CSD was 17.5%</p>
<p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYC DOE.</p>	<p>Met - our percentage of students meeting Level 3 proficiency for Math was 23.9%; the CSD was 18.5%</p>
<p>High School: Absolute Performance –Overall Throughout the course of the school’s next charter term, it will earn a score of</p>	<p>N/A at this time NYCDOE Progress Report not issued - http://schools.nyc.gov/Scho</p>

B or better in “Performance” section of the citywide Progress Report.	olPortals/11/X488/AboutUs/Statistics/default.htm
By the high school’s fourth year of operation, 75% of the first cohort will have scored at least 65 on the New York State Regents examination in English.	Exam will be given at the conclusion of this school year to our 10th graders
By the high school’s fourth year of operation, 75% of the first cohort will have scored at least 65 on a New York State Regents examination in Math.	Partially Met - we came within 1% in year one - 74% proficiency
By the high school’s fourth year of operation, 75% of the first cohort will have scored at least 65 on a New York State Regents examination in Science (Living Environment, Chemistry, or Physics).	Met - we exceeded this goal in year one - 79% proficiency
By the high school’s fourth year of operation, 75% of the first cohort will have scored at least 65 on the New York State Regents examination in History (Global History or American History).	Exam will be given at the conclusion of this school year to our 10th graders
Throughout the next charter term, the school will show progress towards having 75% of students enrolled in grades 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE Progress Report.	Met - 84% of our students accumulated 10 or more credits in year one
Performance on AP Exams: 100% of students enrolled in an AP course will take the AP test and 50% of those students will attain a score of 3 or higher.	N/A
Each year, the percent of students in the high school accountability cohort passing an English	Exam will be given at the conclusion of this school year to our 10th graders

	<p>Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.</p>	
	<p>Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.</p>	<p>Met - in year one, our students achieved 74% proficiency on the Common Core Algebra exam; our peers in the HS District (CSD 8) achieved 38% proficiency, our peers in the MS District (CSD 11) achieved 37% proficiency, our peers at New Visions Charter School for Advanced Math and Science 11 (CSD 8) achieved 28% proficiency.</p>
Operational Goals	<p>Each year, Equality Charter School will have an average daily scholar attendance of at least 95%. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1 of each year.</p>	Met
	<p>Adherence to Contract Terms</p> <p>Each year, the school will comply with all applicable laws, 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</p>	Met
	<p>Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program</p>	Met
	<p>Each year, 100% of staff will engage in an ongoing evaluation process that includes regular observations and feedback resulting in mid-year and end-of-year observations</p>	Met

and/or evaluations. 100% of staff who receive a rating below proficiency will be provided with corrective action to address their areas of weakness/deficiency	
Each year, 100% of staff will engage in an end-of-year evaluation process. 100% of staff who receive a rating below proficiency and receive a contract renewal will be placed on a support plan in order to address their areas of weakness/deficiency.	Met
Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Met
Financial Viability: Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met
Parent Satisfaction: Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	N/A - the surveys no longer measure satisfaction on a scale such as this
Staff Satisfaction: Each year, at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as measured determined by the teacher section of the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	N/A - the surveys no longer measure satisfaction on a scale such as this
Scholar Satisfaction: Each year, at least 80% of scholars will	N/A - the surveys no longer measure satisfaction on a scale such as this

	<p>express satisfaction with school leadership and professional development opportunities as measured determined by the scholar section of the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more scholars participate in the survey.</p>	
	<p>Disciplinary Actions Equality Charter School's suspension rate for each subgroup (race and gender) will not exceed the average suspension rate for similar subgroups in NYC public schools.</p>	<p>N/A at this time - subgroup data is not available for comparison purposes</p>
Financial Goals	<p>Financial Viability: Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	<p>Met</p>
	<p>Financial Compliance: The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major findings.</p>	<p>Met</p>

APPENDIX F: 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.

PROFICIENCY (LEP) STUDENTS

- Attending Open Houses for Middle School & High Schools to ensure all families have access and materials to learn about Equality
- Sending out recruitment materials to District 8 & 11 schools in English & Spanish to share with their students and parents
- Reach out to media networks such as El Diario
- Contacting Community Centers in District 8 & 11

STUDENTS WITH DISABILITIES (SWD)

- Attending Open Houses for Middle School & High Schools to ensure all families have access and materials to learn about Equality
- Contacting Community Centers in District 8 & 11

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- None listed. School exceeds their target.

APPENDIX G: 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.

APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on March 30, 2016, met with the leadership team, and observed 12 classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of lessons aligned to a posted objective and an indication of how the objective will be met: The team saw evidence of this in math classrooms, but not consistently in ELA and Science classrooms.
- Evidence of teachers circulating around the classroom: The team saw consistent evidence of this in all classrooms.
- Evidence of differentiation by product or level of support: The team saw evidence of this in some classrooms, but not all.
- Evidence of discussion in math class: The team saw consistent evidence of this.
- Evidence of use of the workshop model and Socratic seminar: The team saw consistent evidence of the workshop model across classrooms, but did not see evidence of Socratic seminar.
- Evidence of teachers pushing students to analyze and think critically: The team saw inconsistent evidence of this.