



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for New Heights Academy Charter School

SCHOOL YEAR 2015-16

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

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

New Heights Academy Charter School (“NHA”) a secondary school, serving grades 5-12, located in the Hamilton Heights neighborhood of Harlem in Upper Manhattan. The school is located in a private space in Community School District 6.¹

The school is in third charter term.

The school leadership team is comprised of the following individuals: Executive Director Christina Brown, who has been at the school for 3 years; Chief of Staff Wendy Ramos, who is in her first year at NHA; Middle School Director Denise Linares, who has been at the school for 10 years; Director of Student Support Services Kimberly Cordova, who has been at the school for 4 years; Director of Literacy and Education Michelle Anderson, who has been at the schools for 1 year; Director of Operations Tyreek Moore, who has been as NHA for 2 years; and Human Resources Manager Wanda Simon, who has been at the school for 1 year. At the time of this report, the High School Director position was vacant.

SCHOOL HIGHLIGHTS

According to school leaders, graduation rates have increased over the years, with 85% of NHA graduating on time and 90% graduating in 5 years. In 2015, 100% of NHA’s graduates were accepted into college. Further, the school reports that 71% of NHA graduates went on to college directly upon graduating, a rate that exceeds borough and citywide averages.

In the middle school, ELA and Math results have shown growth but are yet below citywide averages and the school has responded by installing new curricula in both areas and providing significant teacher training to ensure teachers are using high-order questioning strategies to aid students in reading with purpose, as well as supporting greater independent writing opportunities across the curriculum and implementing the Gradual Release of Responsibility (GRR) framework.

NHA is working with the Efficacy Institute to implement a common approach to using instructional data.

In the Middle School grades, school leadership reports that it’s SWD and ELL students are performing on par with district and citywide rates on state exams, and in high school graduation rates for SWDs, ELLs, and FRL students exceed citywide rates.

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

CURRENT SCHOOL SNAPSHOT

New Heights Academy Charter School	
DBN	84M353
School Leader(s)	Christopher Barfield (HS), Denise Linares (MS)
Board Chair(s)	Gail Grossmann
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	6
Physical Address(es)	1818 Amsterdam Avenue, Manhattan, NY 10031
Facility Owner(s)	Private
Enrollment ²	758
Grades Served	5-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Gail Grossman	President	Executive; Education Accountability	8	7/7
2. Dylan Hogarty	Vice-President	Executive; Finance; Audit	3	6/7
3. Michael Hollander	Trustee	Finance; Audit	<1	3/7
4. Michael Jones	Trustee		2	5/7
5. Roland Guevara	Trustee	Executive; Fundraising	2	2/7
6. Quincy McClain	Treasurer	Finance	3	6/7
7. Gigi Parris	Trustee		<1	3/7
8. Edna Santiago	Trustee	Education Accountability	<1	0/7

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

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.

9.	Rebecca Wolfe	Secretary	Education Accountability	2	6/7
10.	Julie Torres	Trustee	Education Accountability	<1	5/7
11.	Anne Kofol-Hogarty	Trustee	Education Accountability	3	3/7

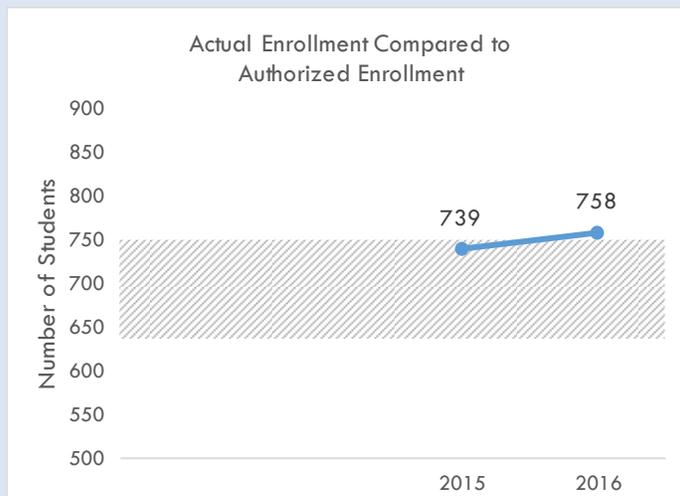
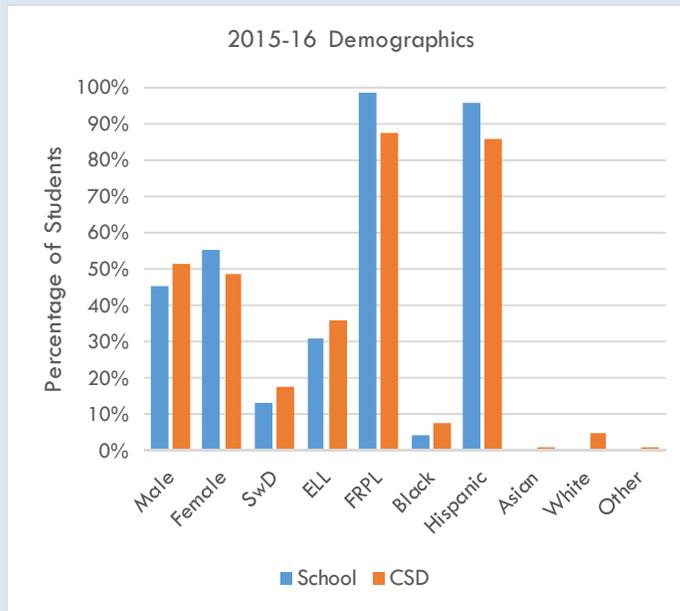
CHARTER AUTHORIZATION PROFILE

New Heights Academy Charter School	
School Opened For Instruction	2006-2007
Date of First Renewal	2009-2010
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2017
Current Authorized Grade Span	5-12
Current Authorized Enrollment	750

New Heights Academy Charter School was renewed for a 2.5-year short term in the 2014-15 academic year with the following two academic conditions:

Current Charter Conditions	On Target / Not On Target	Notes
1. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentile in ELA, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of city percent of range for ELA in each year of the charter term.	Not On Target	The school's median adjusted growth percentile for ELA in 2014-15 (the first testing year of the charter term) was 38%.
2. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentile in math, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of city percent of range for math in each year of the charter term.	Not On Target	The school's median adjusted growth percentile for Math in 2014-15 (the first testing year of the charter term) was 39%.

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

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:

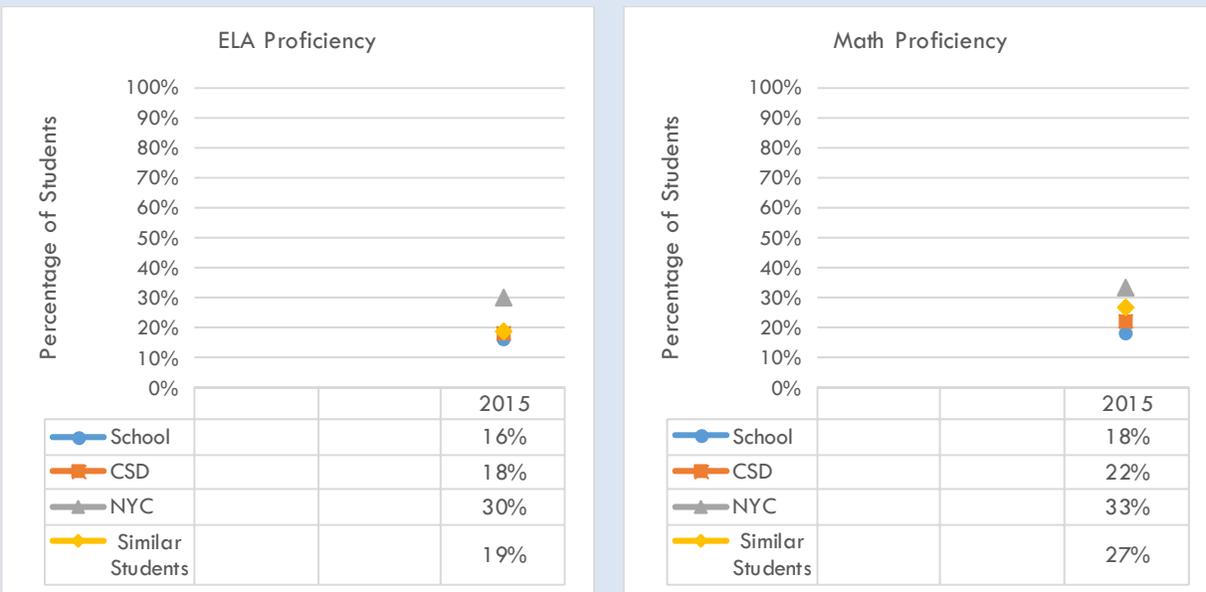
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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



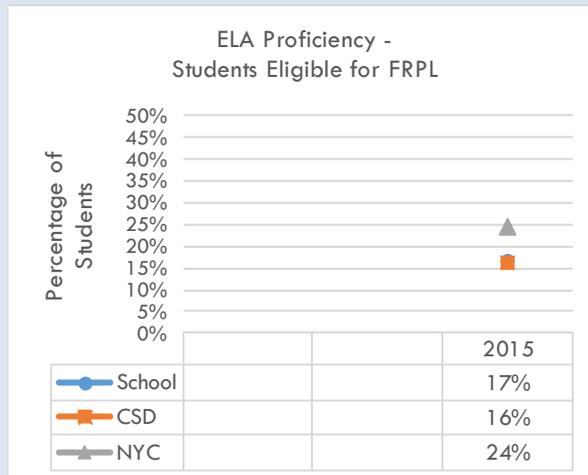
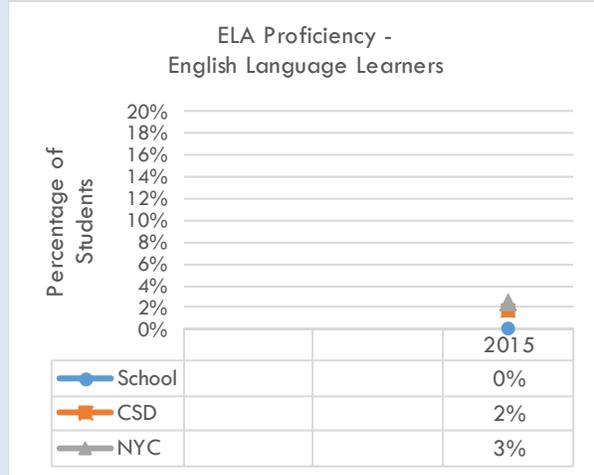
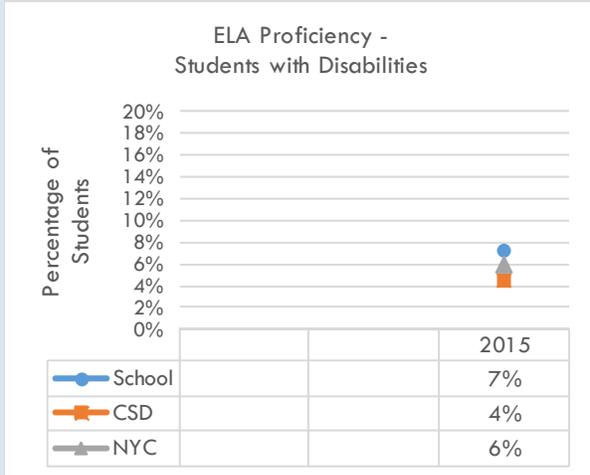
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

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.

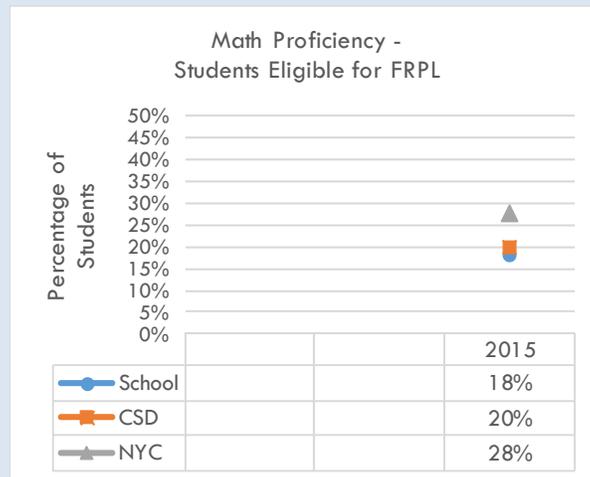
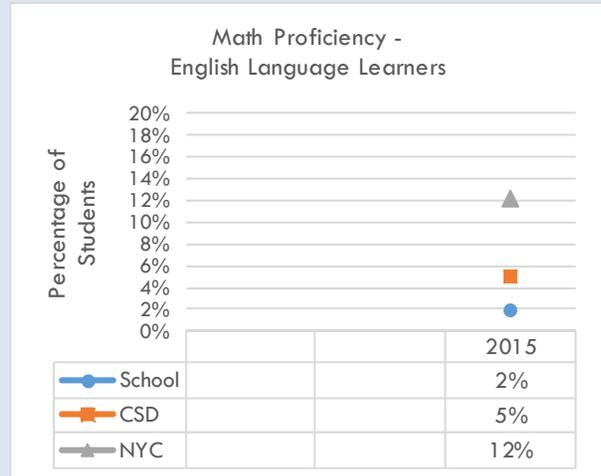
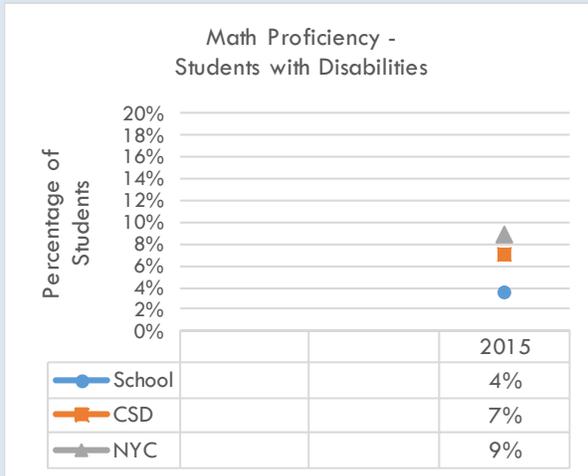
⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

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

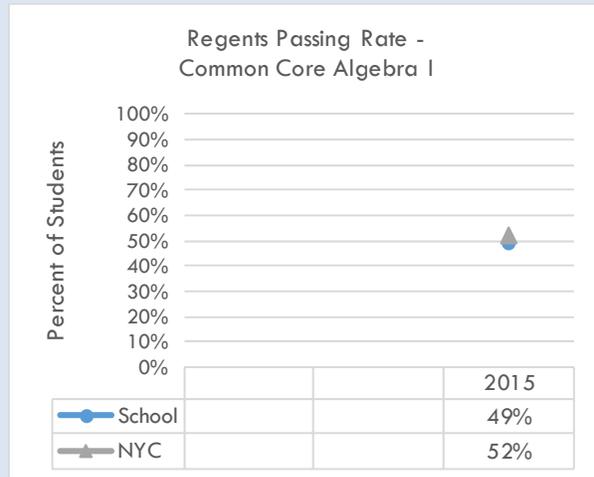
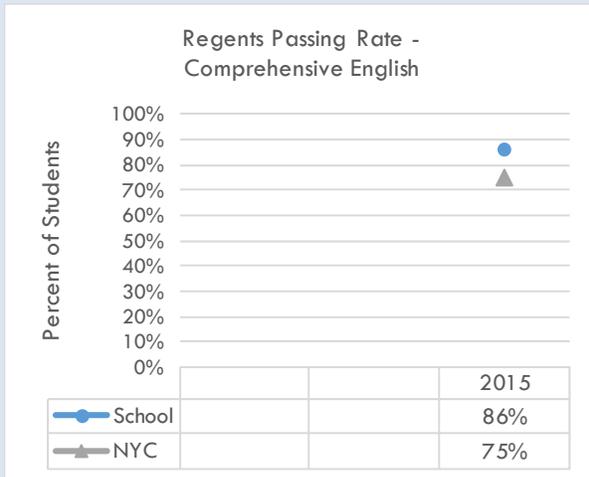
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



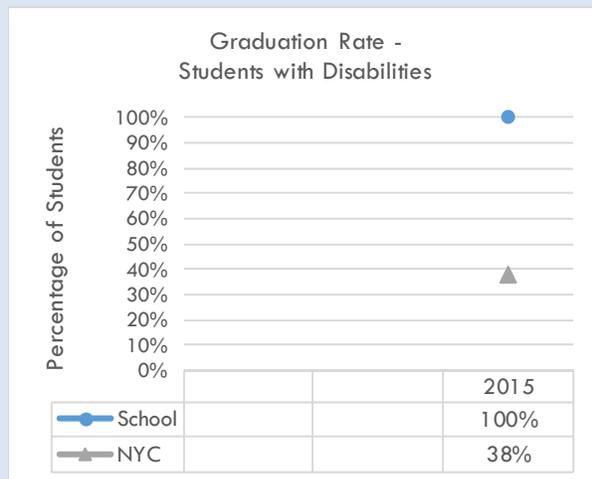
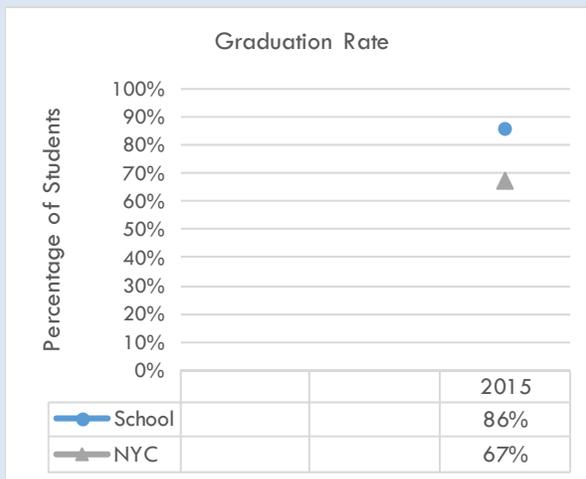
CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



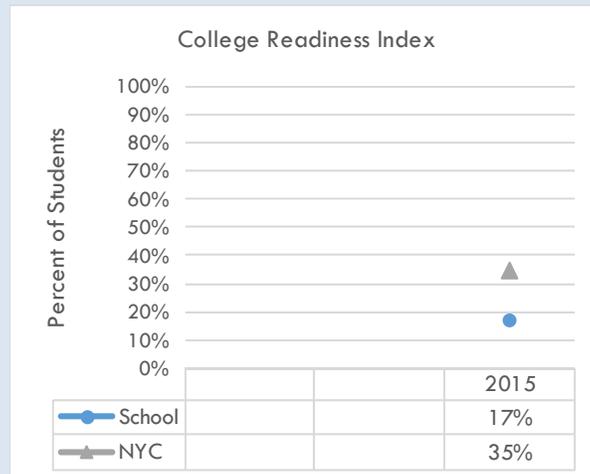
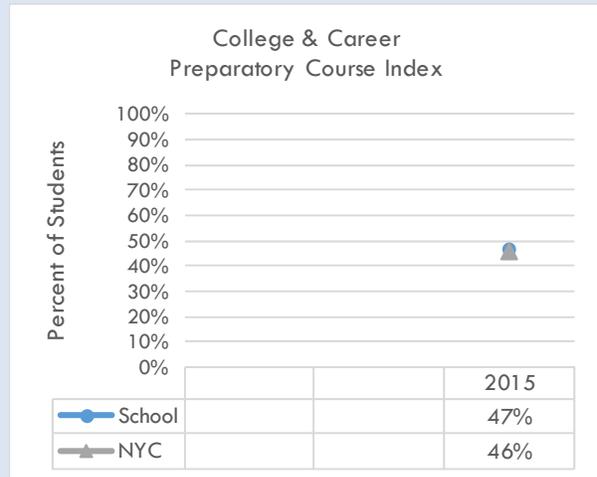
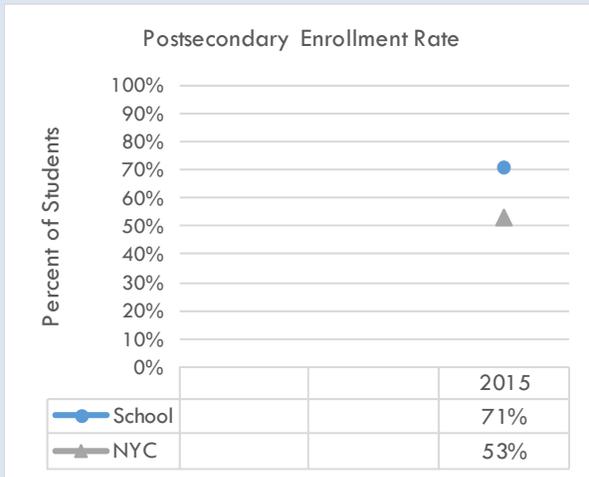
CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not serve sufficient numbers of English language learners to report on their results.

⁷ For additional Regents information, please see Appendix D.

COLLEGE & CAREER READINESS



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.

COLLEGE FOCUS

The school did not provide information on this key design element

MORE TIME ON TASK

Students experience a longer school day.

DATA DRIVEN INSTRUCTION

Students take quarterly assessments that track their growth, progress, and mastery of content. After which, teachers participate in data days that allow them to disaggregate data and produce intervention groups and target skills. After which, teachers and students partner to discuss the data and develop action plans to be implemented during intercession and throughout the next few units of study.

POWERFUL USE OF ON-GOING ASSESSMENTS

See the above.

PARENT AS PARTNERS

The school place high importance as Parents as Partners. This is evident by two (2) Tea with the ED meetings held every month. In addition we have a dedicated Family Coordinator who provide outreach to families.

GRADUAL RELEASE OF RESPONSIBILITY

Is the instructional framework used to ensure all students have multiple access points to learning, to encourage more critical thinking on part of the students, and to increase student voice inside the classroom.

FOCUS ON CLOSE READING OF COMPLEX TEXTS

Students are asked to read across curriculum, fiction and non-fiction, text that pushes their thinking, increases their understanding of concepts, and develops their ability to deeply read for understanding

GOVERNANCE

The Board of Trustees consists of 11 members, which is consistent with minimum of five and maximum of 15 members established in the Board's bylaws. The Board has updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board 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	Not Compliant	In submitted Student Handbook expulsion appeal process does not include NYC DOE, the school's authorizer, and goes from school to state Board of Regents. School staff and parent complaint process in handbooks ends at school's Board of Trustees, without appeal to NYC DOE or NYS DOE Board of Regents.

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	

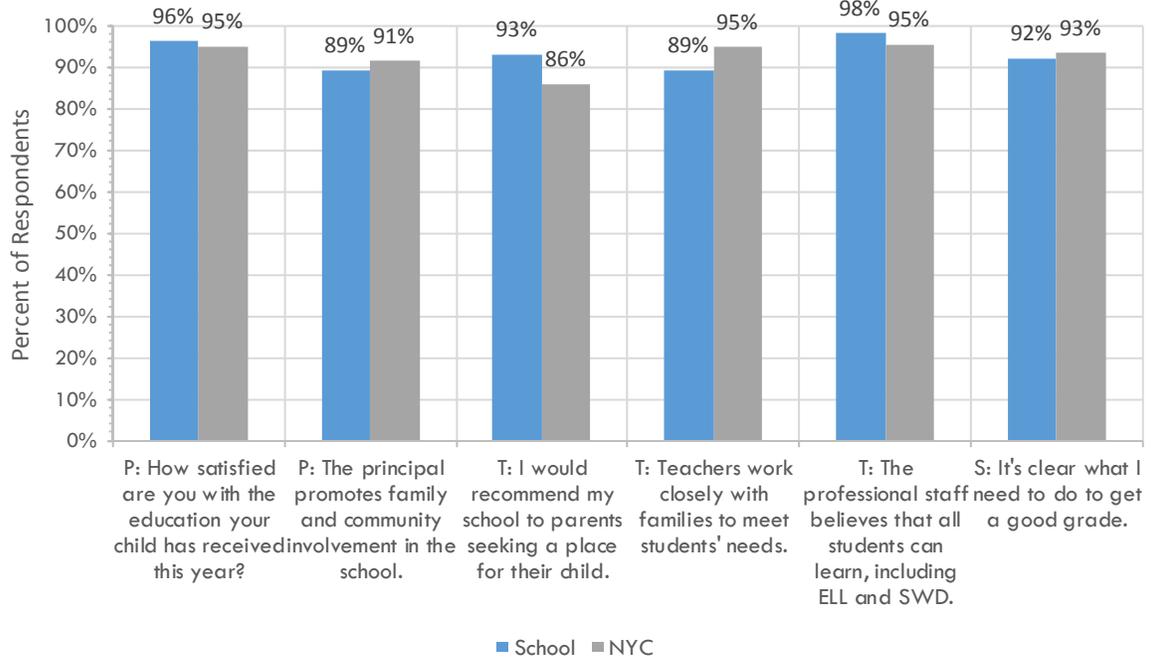
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁸	Not Compliant	The board did not consistently meet quorum.

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

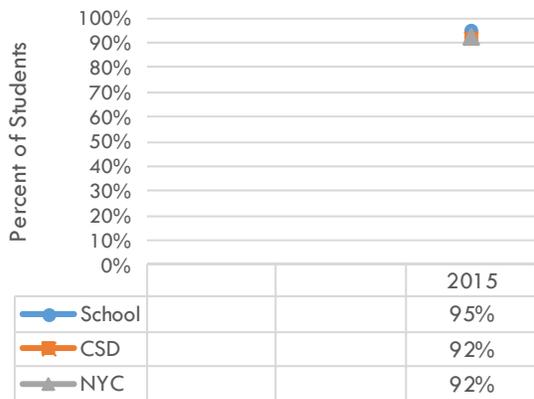
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	According to school submitted ACR Data Collection form all teachers hired in current school year started prior to fingerprint clearance.
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	

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

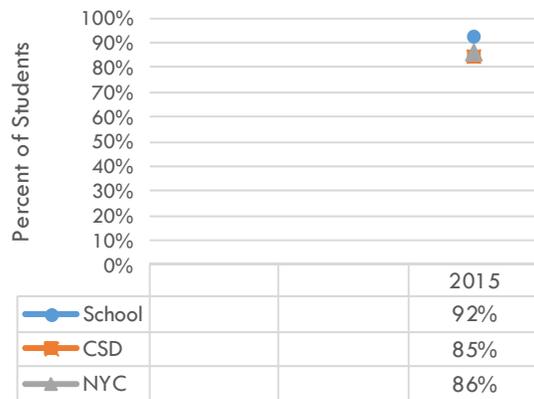
Percent Satisfaction on the NYC School Survey



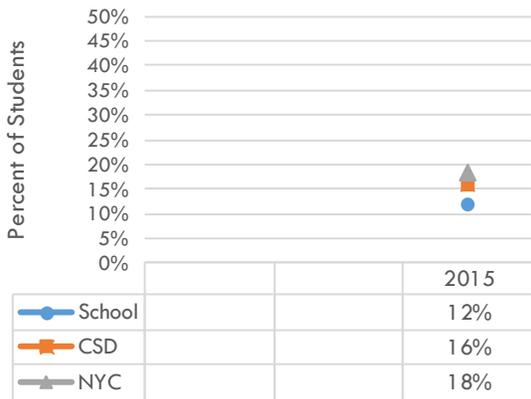
Attendance Rates



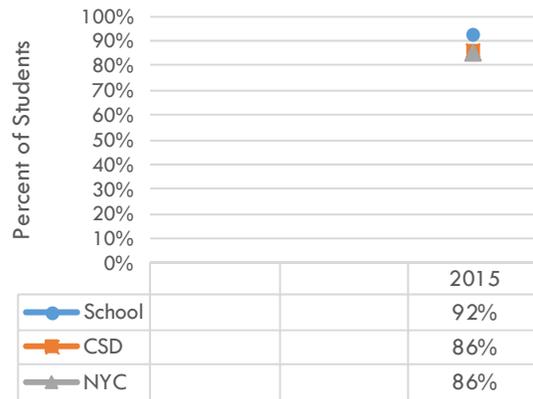
Retention Rates



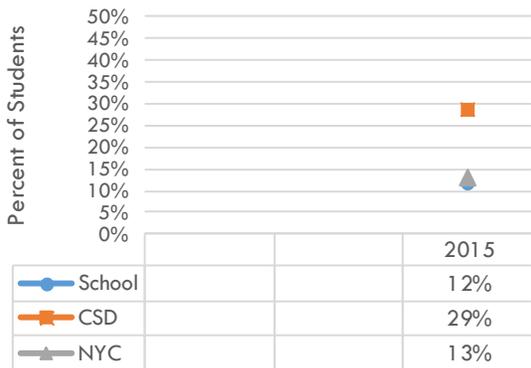
Enrollment Rates - Students with Disabilities



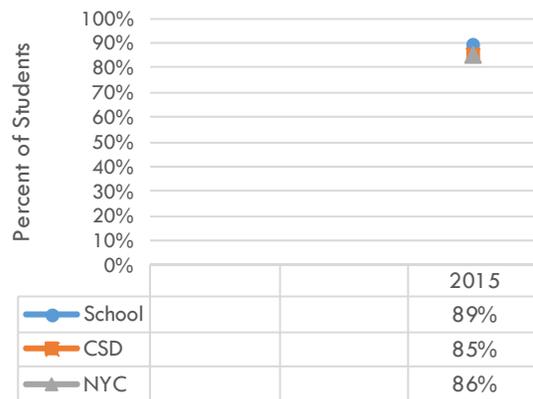
Retention Rates - Students with Disabilities



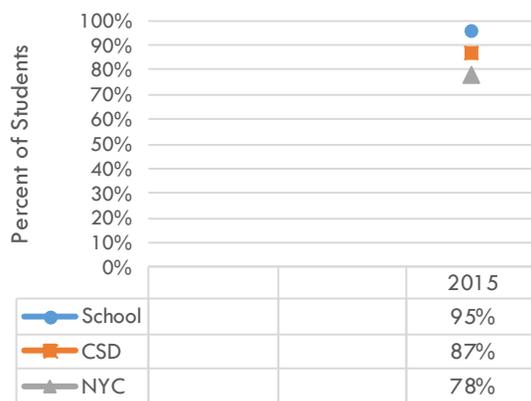
Enrollment Rates - English Language Learners



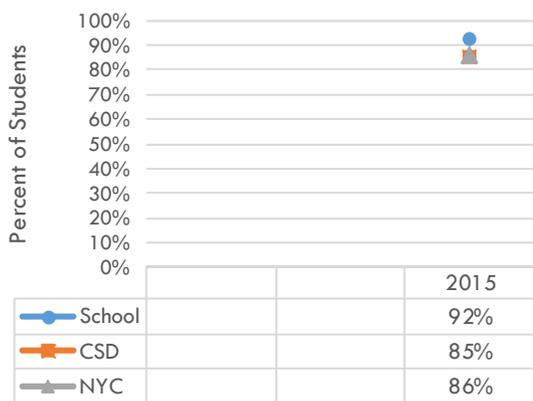
Retention Rates - English Language Learners



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 New Heights Academy 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

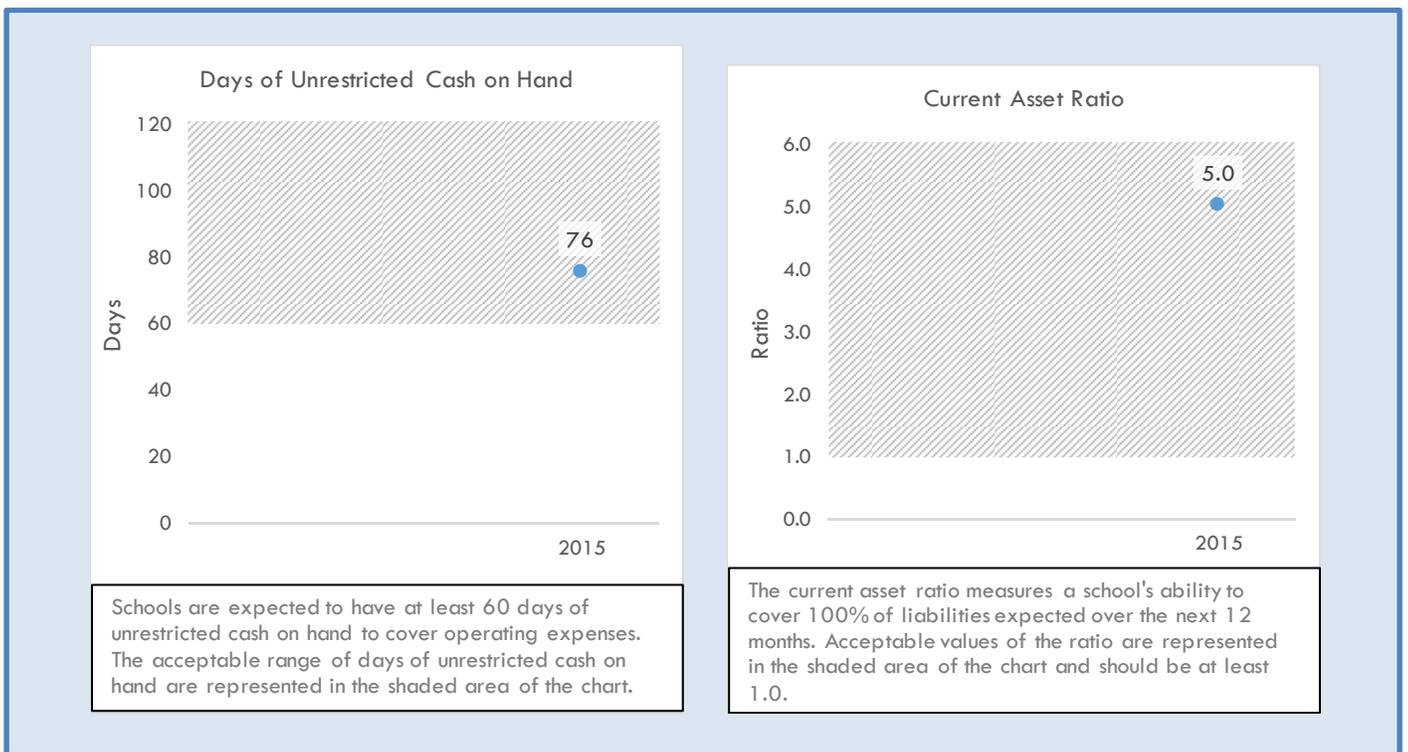
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

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

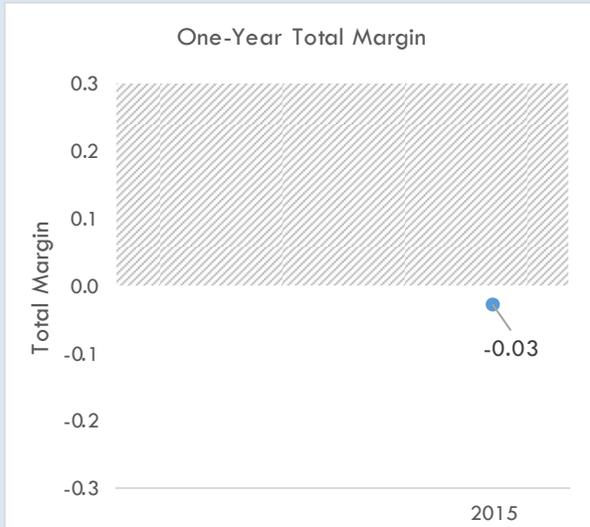
The school has \$75,499.08 in an escrow account, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹

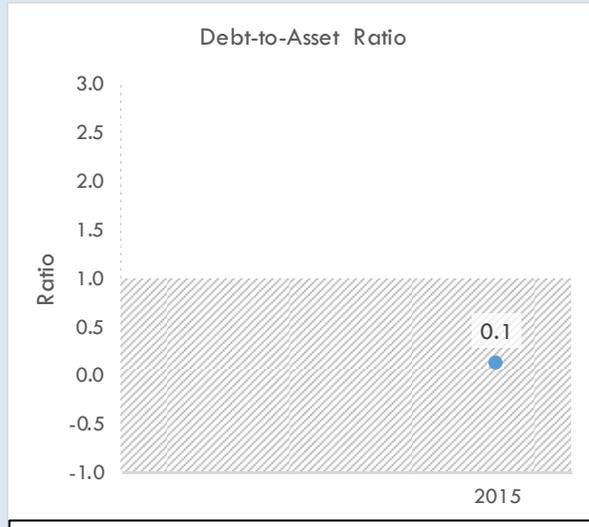


⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

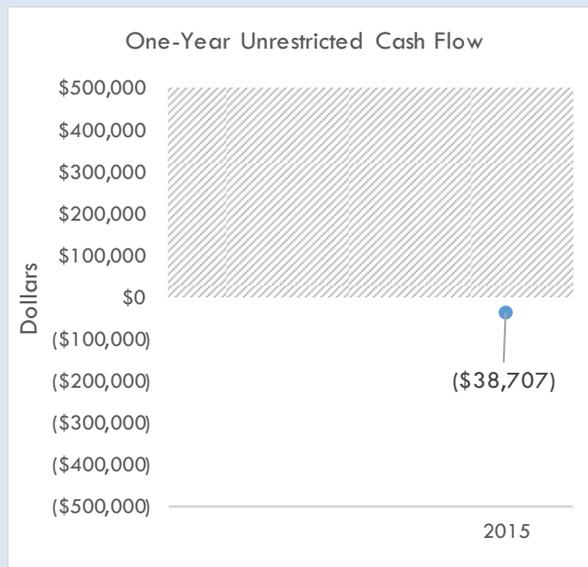
LONG-TERM FINANCIAL SUSTAINABILITY



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.

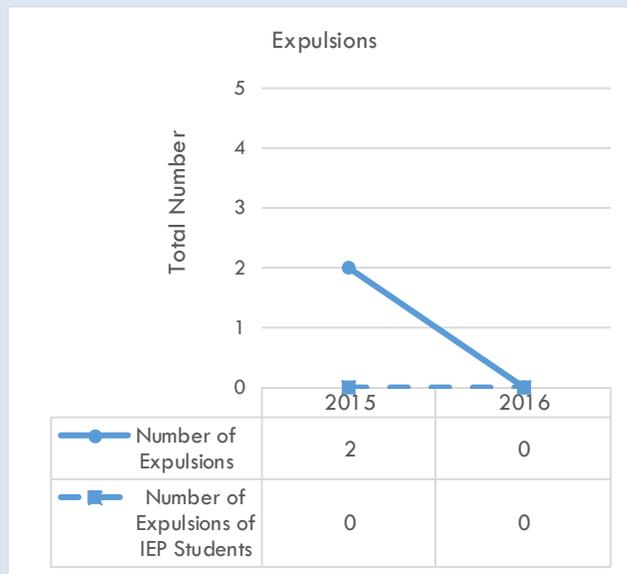
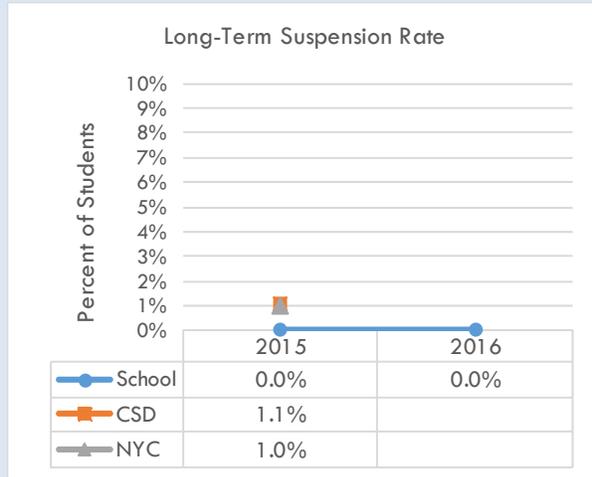
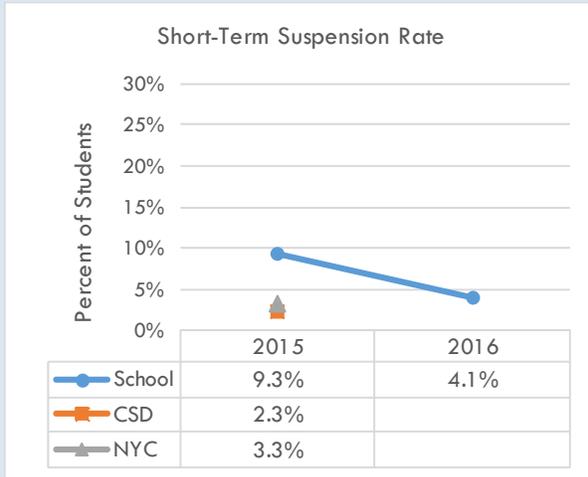
APPENDIX A: SCHOOL OVERVIEW

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	<i>School did not provide.</i>
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	<i>School did not provide.</i>
Summer Academic Program	<i>School did not provide.</i>
Saturday Instruction	<i>School did not provide.</i>
Sections per Grade	Grade 5 – Grade 8: 4 sections per grade Grade 9 – 10: 5 sections per grade Grade 11 – 12: 4 sections per grade
Primary Entry Grade(s)	<i>School did not provide.</i>
Additional Grade(s) for which Student Applications are Accepted	<i>School did not provide.</i>
Does School Enroll New Students Mid-Year?	<i>School did not provide.</i>
Number of Applicants for Admission (School Year 2015-16)	<i>School did not provide.</i>
Number of Students Accepted via the Lottery (School Year 2015-16)	<i>School did not provide.</i>
<i>Lottery Preferences</i>	
Attends a Failing School	<i>School did not provide.</i>
Does Not Speak English at Home	<i>School did not provide.</i>
Receives SNAP or TANF Benefits	<i>School did not provide.</i>
Eligible for Free or Reduced-Price Lunch	<i>School did not provide.</i>
Has IEP and/or Receives Special Education Services	<i>School did not provide.</i>
Homeless or Living in Shelter or Temporary Residence	<i>School did not provide.</i>
Lives in New York City Housing Authority Housing	<i>School did not provide.</i>
Unaccompanied Youth	<i>School did not provide.</i>

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
New Heights Academy Charter School			
Grade 5	12%	10%	15%
Grade 6	6%	16%	16%
Grade 7	12%	12%	21%
Grade 8	11%	17%	13%
DIFFERENCE FROM CSD			
Grade 5	-5%	-6%	-4%
Grade 6	-5%	3%	0%
Grade 7	-1%	-3%	5%
Grade 8	-2%	0%	-8%

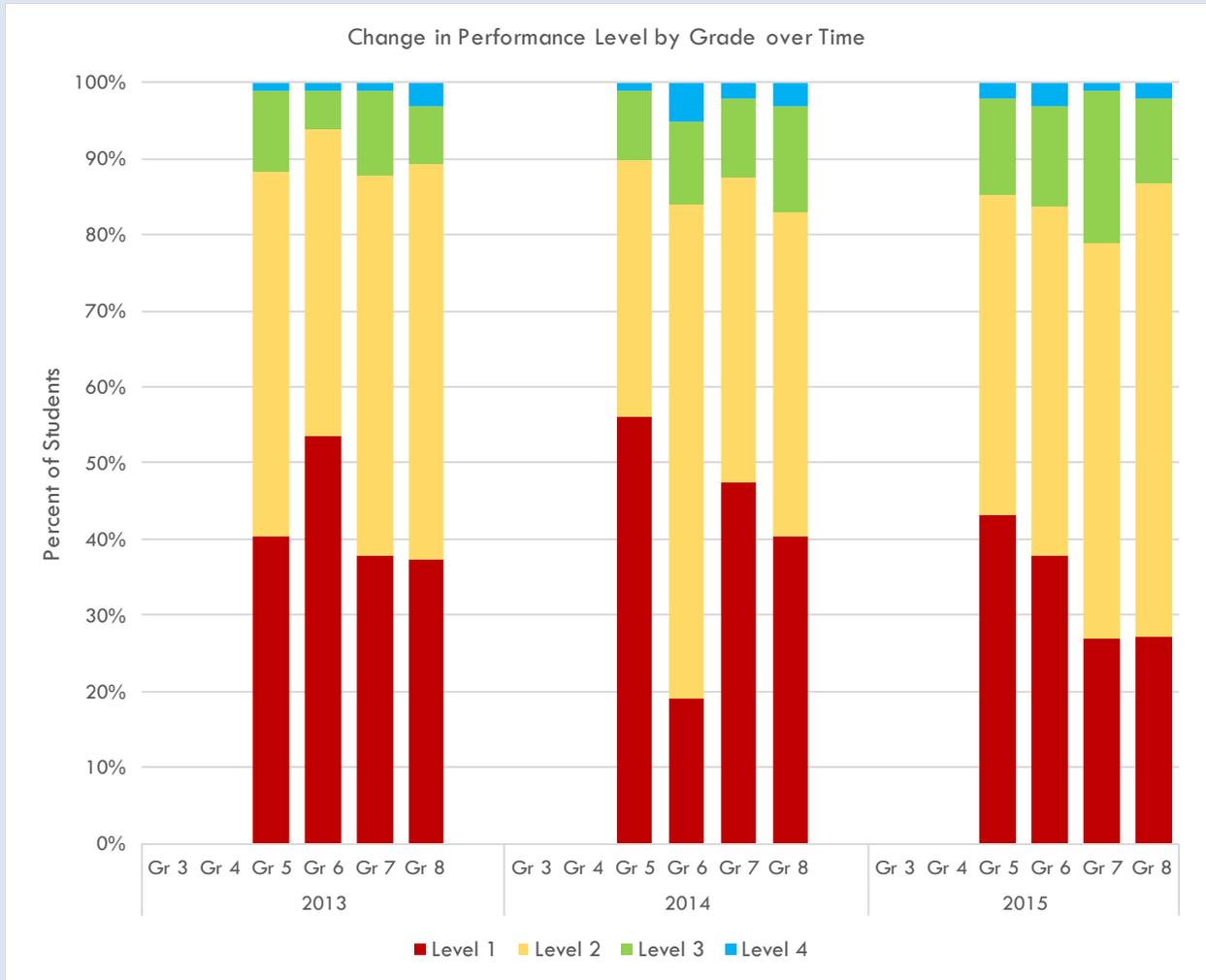
GRADE-LEVEL PROFICIENCY IN MATH

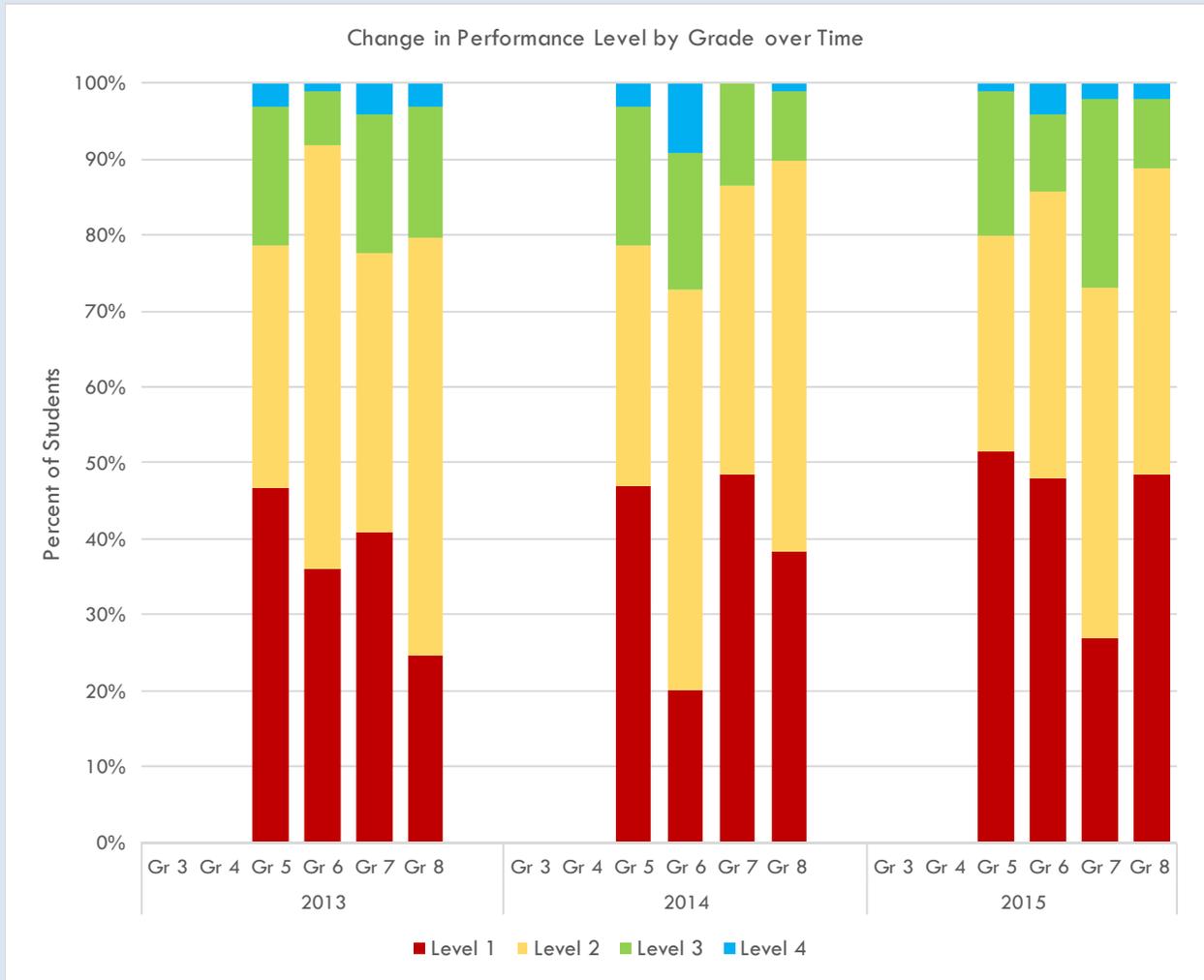
	2012-2013	2013-2014	2014-2015
New Heights Academy Charter School			
Grade 5	21%	21%	20%
Grade 6	8%	27%	14%
Grade 7	22%	13%	27%
Grade 8	20%	10%	11%
DIFFERENCE FROM CSD			
Grade 5	4%	-4%	-8%
Grade 6	-7%	7%	-7%
Grade 7	10%	-5%	7%
Grade 8	5%	-8%	-7%

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

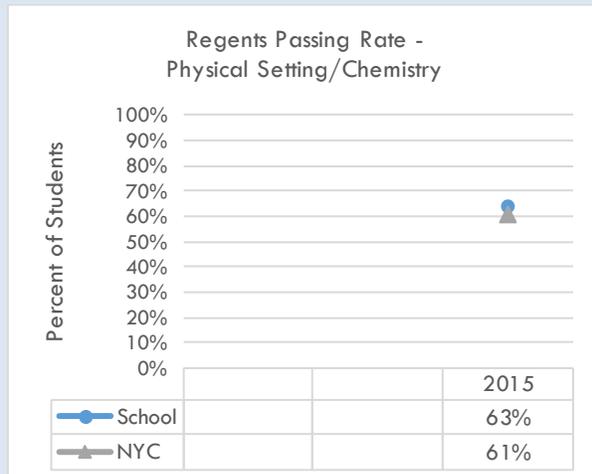
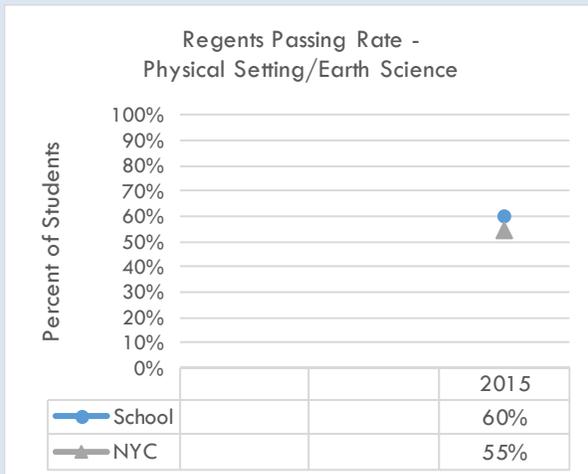
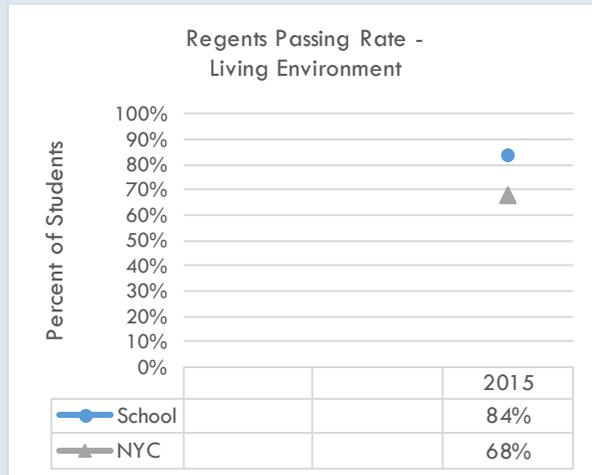
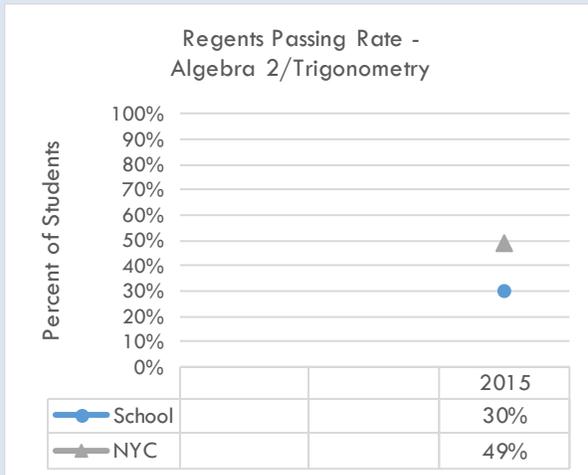
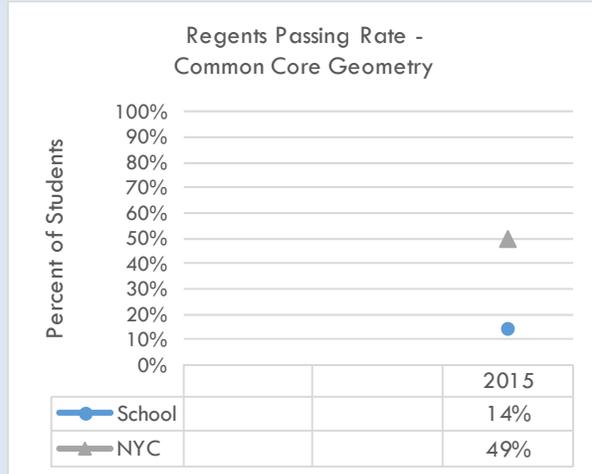
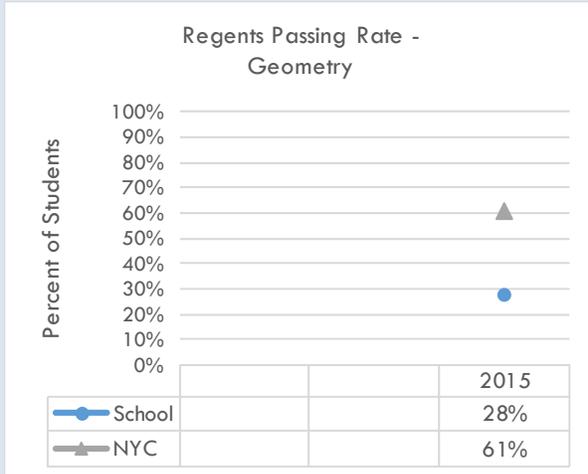
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

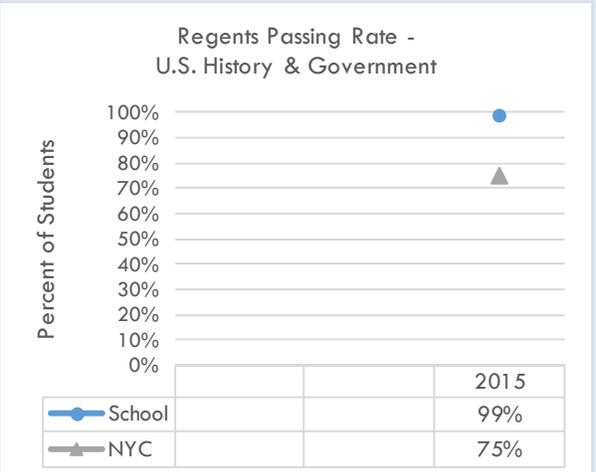
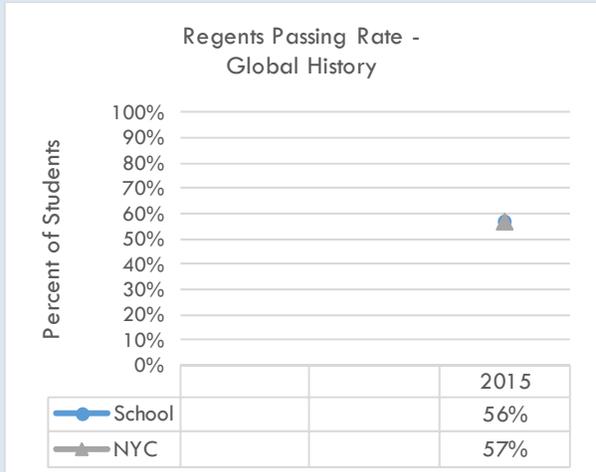
ENGLISH/LANGUAGE ARTS





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
 - 2 of 7 applicable academic charter goals in its most recent year
- Operational Goals:
 - 7 of 9 applicable operational charter goals in its most recent year
- Financial Goals:
 - 3 of 3 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals Each year, 75 percent of 5th – 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 ELA examination.	This ELA goal was not met. Grade -----% at 3 & 4 5 -----0% 6 -----18% 7 -----22% 8-----16% All -----18%
Each year, 75 percent of 5th – 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 Mathematics examination.	This Math goal was not met. Grade -----% at 3 & 4 5 -----0% 6 -----15% 7 -----26% 8-----13% All -----18%
Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above	This Science measure was not met. 55 percent of eighth grade students in at least their second year achieved a

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.

Level 3 on the New York State Science examination.	standard of at least a 3 on the NYS Science 8 exam.																												
Each year, 75 percent of 5th and 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 Social Studies examination.	NYS discontinued the SS exam.																												
Grade level cohorts will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA and Math exams and 75 percent at or above Level 3 on the current year's State ELA and Math exams. For those cohorts in which the number of students scoring above proficiency exceeded 75 percent on the previous year's ELA or Math exams, the cohort will demonstrate growth (above 75 percent) in the current year.	<p>This ELA goal was not met.</p> <table border="0"> <tr> <td>-----2014-----2015</td> <td></td> </tr> <tr> <td>-2015 -----% at -----% at</td> <td></td> </tr> <tr> <td>Grade -----3 & 4-----3 & 4</td> <td></td> </tr> <tr> <td>--5 -----0%-----0%</td> <td></td> </tr> <tr> <td>--6 -----12%-----17%</td> <td></td> </tr> <tr> <td>--7 -----16%-----21%</td> <td></td> </tr> <tr> <td>--8 -----14%-----15%</td> <td></td> </tr> </table> <p>This Math goal was not met.</p> <table border="0"> <tr> <td>-----2014-----2015</td> <td></td> </tr> <tr> <td>-2015 -----% at -----% at</td> <td></td> </tr> <tr> <td>Grade -----3 & 4-----3 & 4</td> <td></td> </tr> <tr> <td>--5 -----0%-----0%</td> <td></td> </tr> <tr> <td>--6 -----26%-----15%</td> <td></td> </tr> <tr> <td>--7 -----29%-----27%</td> <td></td> </tr> <tr> <td>--8 -----12%-----12%</td> <td></td> </tr> </table>	-----2014-----2015		-2015 -----% at -----% at		Grade -----3 & 4-----3 & 4		--5 -----0%-----0%		--6 -----12%-----17%		--7 -----16%-----21%		--8 -----14%-----15%		-----2014-----2015		-2015 -----% at -----% at		Grade -----3 & 4-----3 & 4		--5 -----0%-----0%		--6 -----26%-----15%		--7 -----29%-----27%		--8 -----12%-----12%	
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--6 -----26%-----15%																													
--7 -----29%-----27%																													
--8 -----12%-----12%																													
Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools (as determined by NYCDOE).	Reports Unavailable																												
Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools (as determined by NYCDOE).	Reports Unavailable																												
By the end of the 4th year of enrollment at the school, 80% of each grade level cohort of students will graduate. (*Note – NHACS does not distinguish between 4th year of enrollment at our school and 4th year of enrollment in high school. We assign all students to the cohort based on the year they entered 9th grade at any school.)	We met this goal. 90.5 % of the 2011 Cohort graduated by the end of August 2015.																												

	<p>By the end of the 5th year of enrollment at the school, 95% of each grade level cohort of students will graduate. (*Note – NHACS does not distinguish between 5th year of enrollment at our school and 5th year of enrollment in high school. We assign all students to the cohort based on the year they entered 9th grade at any school.)</p>	<p>We met this goal. 96.3% of the fifth year cohort graduated by the end of August 2015.</p>
	<p>Each year, the graduating cohort of students will increase by 5% the total number of:</p> <ul style="list-style-type: none"> • students earning Regents Diplomas with Advanced Designation • AP exams passed with a score of 3 or higher • college credits earned while enrolled in high school 	<p>In 2015, forty-four out of fifty-nine students earned a Regents Diploma (75%) and ten students earned an Advanced Designation diploma (17%). We had a total of seven students (12%) earn a 3 or higher on an AP Exam thereby granting college credit for those students. Therefore, we did not meet this goal as a result in a decline in enrollment in 12th grade.</p>
	<p>Each year, the percent of students in the high school accountability cohort passing an English 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 NYCDOE).</p>	<p>Quality School Report is unavailable at this time, however 98% of the 2011 cohort passed the ELA Regents. Indicating we met this goal.</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 NYCDOE).</p>	<p>Quality School Report is unavailable at this time, however 100% of the 2011 cohort passed the Math Regents, indicating we met this goal.</p>
	<p>Each year, the school will be deemed “In Good Standing.”</p>	<p>Quality School Report is unavailable at this time</p>
Operational Goals	<p>Each year, the school will have an average daily student attendance rate of at least 95%.</p>	<p>Our average daily attendance rate was 95%.</p>
	<p>Each year, 80% of all students enrolled during the course of the year will return the following September.</p>	<p>We met this goal</p>
	<p>Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to,</p>	<p>There were no compliance issues flagged for NHACS in 2014-2015 year</p>

<p>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 federal Family Educational Rights and Privacy Act.</p>	
<p>The board is comprised of at least one individual in each of the “core” functional areas of expertise (finance, legal, education, non-profit and management).</p>	<p>There were no issues flagged in this area for the 2014-2015 school year.</p>
<p>At least 80% of Board members will have met the attendance goal of attending at least 75% of Board meetings, committee meetings and special events during the academic year. Attendance logs will be kept for each full board meeting and committee meeting.</p>	<p>We did not meet this goal. 50% of current members attended at least 75% of Board and committee meetings, with overall attendance of 75%.</p>
<p>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. At least 50% of the parents will participate in the survey.</p>	<p>we met this goal</p>
<p>Each year, 80% of all staff employed during the course of the year will return the following September.</p>	<p>We did meet this goal, However, we are retaining approximately 75% of our teaching staff in the upcoming school year as compared to 50% in the previous school year (13/14)</p>
<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of 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. At least 90% of the staff will participate in the survey.</p>	<p>We partially met this goal,</p>
<p>Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment</p>	<p>We met this goal</p>

	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. At least 75% of the students will participate in the survey.	
Financial Goals	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	We met this goal
	Upon the completion of each fiscal year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	We met this goal
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	We met this goal with stable cash flow

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.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- All mailings, brochures, advertisements and application informational are bilingual (English & Spanish)
- Letter of invitation to our open houses, applications and information, to the following community partners that service special needs students and families:
 - Eperanza Center
 - Advocates for Children of New York
 - ACDP
 - CSE (Manhattan Offices)
 - Resources for Children with Special Needs
 - Sinergia
 - The Committee for Hispanic Children and Families Inc
 - Center for Family Support Inc
 - CSE Bronx I
 - CSE Bronx II

STUDENTS WITH DISABILITIES (SWD)

- Currently looking through resource: **Needs, Wants, Wishes and Dreams:** by Gary Shulman, MS. Ed for places we can recruit from and things we can do to in order to service Special Needs Students and families.
- Letter of invitation to our open houses, applications and information, to the following community partners that service special needs students and families:
 - Advocates for Children of New York
 - ACDP
 - The Equity Project Charter School
 - CSE (Manhattan Offices)
 - Resources for Children with Special Needs
 - The Children's Aid Society
 - Citizens Committee for Children of New York Inc.
 - Center for Children's Initiatives
 - Center for Family Support Inc
 - YAI/Seeing Beyond Disabilities
 - Harlem Dowling Westside Center
 - CSE Bronx I
 - CSE Bronx II

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 May 26, 2016, met with the leadership team, and observed eight classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

Middle School

- Mixed evidence of literacy across the content areas
- Mixed evidence of students working with the text to respond to questions/discussion
- Mixed evidence of student-led discussion and questioning
- No evidence of gradual release

High School

- No evidence of gradual release
- Mixed evidence of focused instruction
- Mixed evidence of deep conversation with higher-ordered questioning
- Evidence of Socratic seminar
- Little evidence of rigorous and college level course work in Advanced Placement Classes
- No evidence of a lesson plan in the differentiated reading program (Achieve 3000)