



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for VOICE Charter School of New York

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

VOICE Charter School of New York (“VOICE”) is an elementary and middle school located in the Astoria neighborhood of Queens. The school is located in a NYC DOE-operated building in Community School District 30. Grades K-2 are co-located with P.S. 111 Jacob Blackwell.¹ Grades 3-8 are in privately leased space nearby.

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal, Franklin Headley, has been at the school for seven years; Assistance Principal, Zoe Rind-Ryan, has been at the school for five years; Dean, Matthew Kolman, has been at the school for two years; Dean, Tyler Moore, has been at the school for four years; Dean, Shaun Dozier, has been at the school for six years; and Director, Amber Greenleaf, has been at the school for two years.

SCHOOL HIGHLIGHTS

VOICE Charter School has operated at a surplus during FY15. The school has operated at a surplus over the past three fiscal years as well. Further, its debt to assets ratio is less than 1.0 and aggregated assets to liabilities ratio is greater than 1.0 and their one-year cash flow was negative between FY14 and FY15.

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

CURRENT SCHOOL SNAPSHOT

VOICE Charter School of New York	
DBN	84Q304
School Leader(s)	Franklin Headley
Board Chair(s)	Randolph Ford
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	30
Physical Address(es)	37-15 13th Street, Queens, NY 11101 (K-2) 36-24 12th Street, Queens, NY 11106 (3-8)
Facility Owner(s)	DOE & Private
Enrollment ²	630
Grades Served	K-8

CURRENT BOARD OF TRUSTEES

	Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1.	Christopher Doyle	Trustee	Academic Accountability	8	0/0
2.	Loraine Enlow	Trustee		1	0/0
3.	Casey Lamb	Trustee		>1	0/0
4.	Marc Cohen	Trustee	Finance Committee, Audit Committee	7	0/0
5.	Lorraine Cecere	Trustee	Academic Accountability	6	0/0
6.	Robert de Luna	Secretary		6	0/0

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. The school submitted minutes to the DOE upon request demonstrating that the board meets consistently.

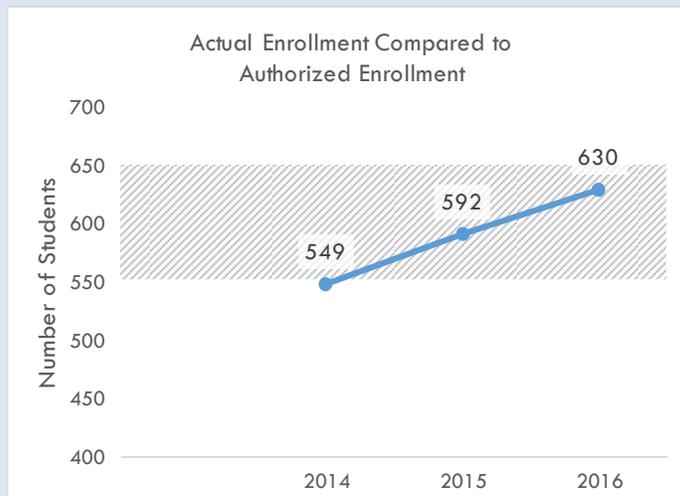
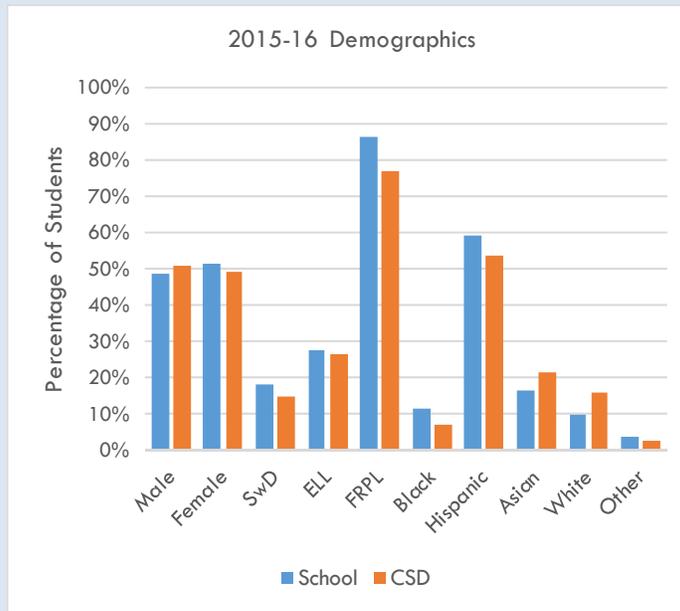
7.	Arthur Stainman	Trustee	Audit Committee	6	0/0
8.	Christina Young	Trustee		5	0/0
9.	Randolph Ford	President	Academic Accountability	8	0/0
10.	Carmela Collier	Member ex Officio	PA Co-Chair	3	0/0
11.	Michael Karp	Trustee	Academic Accountability	6	0/0
12.	Richard Grassey	Treasurer	Finance	6	9/10
13.	John Yarmick	Trustee	Finance	1	9/9

CHARTER AUTHORIZATION PROFILE

VOICE Charter School of New York	
School Opened For Instruction	2008-2009
Date of First Renewal	2012-2013
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	7/31/2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	650

VOICE was previously renewed for a full five year in the 2012-13 academic year with no conditions.

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:

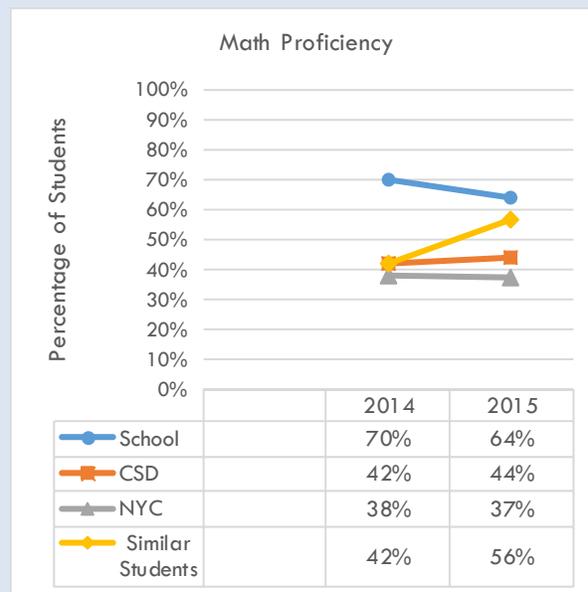
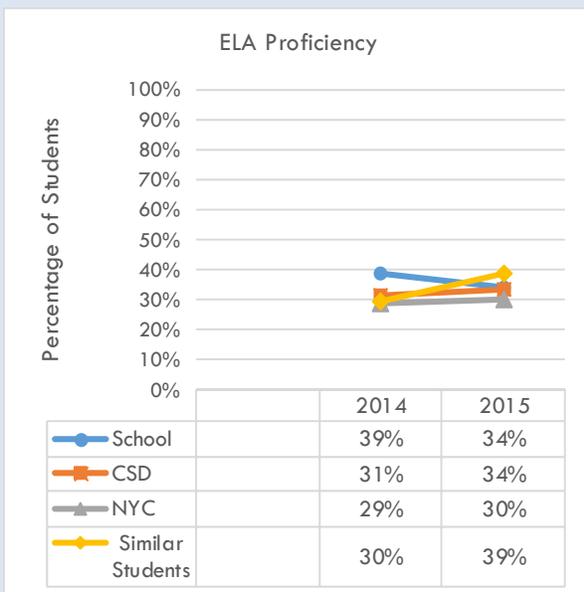
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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

OVERALL PROFICIENCY⁶

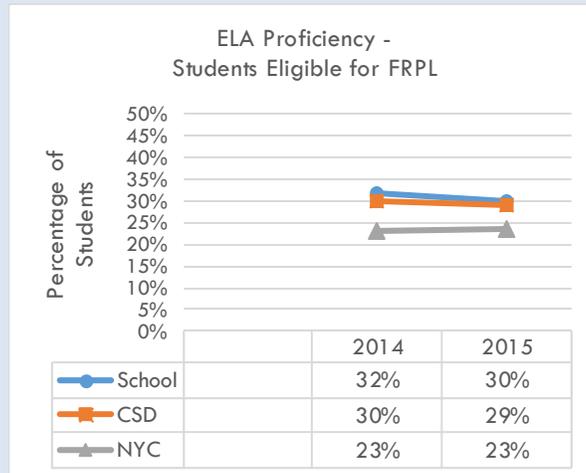
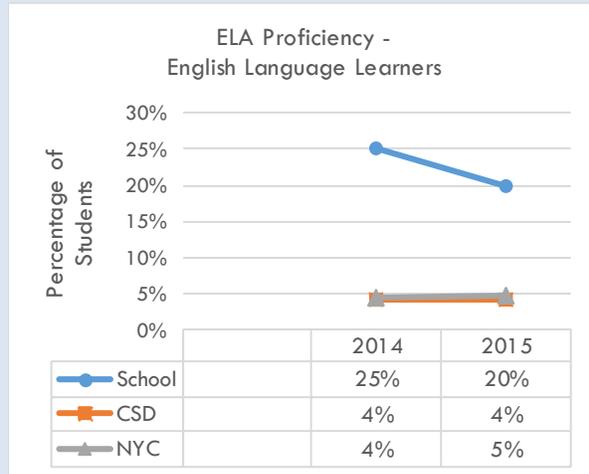
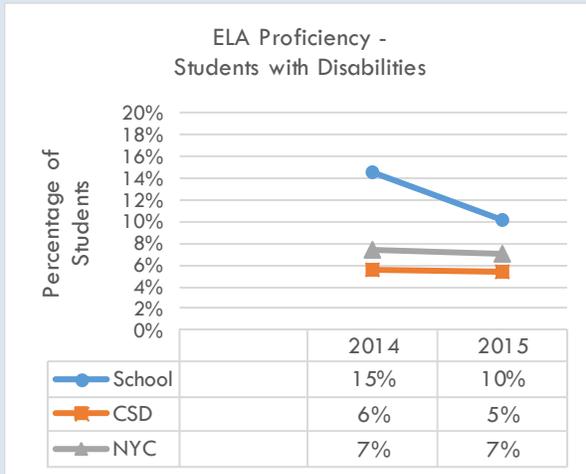


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

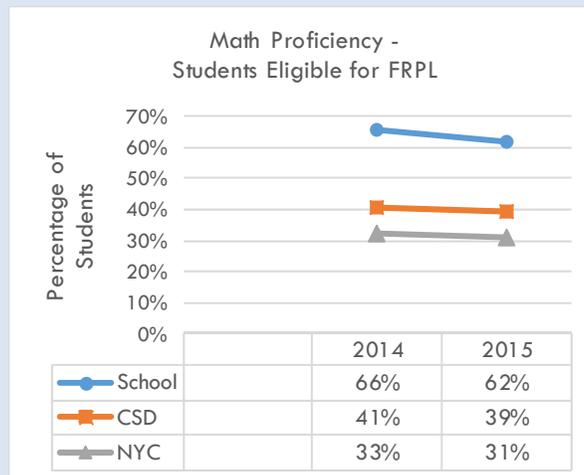
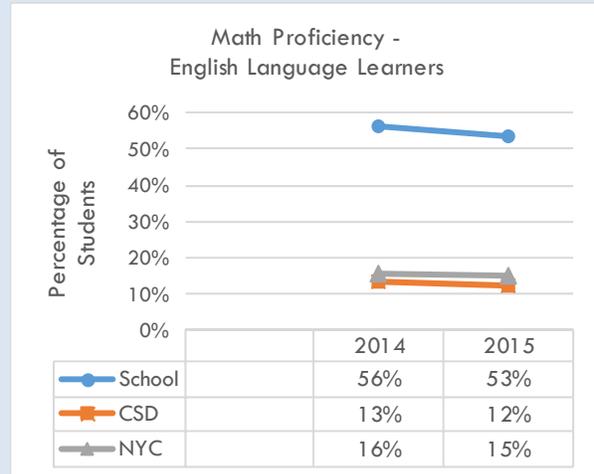
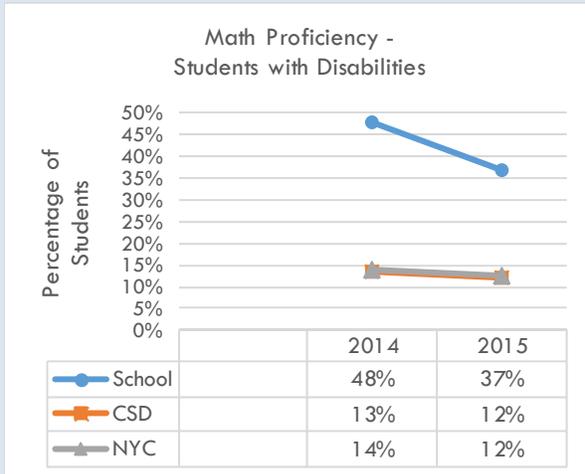
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core 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



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.

PROFESSIONAL LEARNING COMMUNITIES

VOICE provides teachers with 3 preparation periods a day and create teams to drive collaborative planning to raise student achievement.

INSTRUCTION ACROSS DISCIPLINES

VOICE ensures our students have access to content knowledge through deep experiences through rigorous music, visual arts, science, and physical education.

SOCIAL EMOTIONAL LEARNING

Through our social work departments, 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 our instructional approach, the workshop model ensures 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. We also provide additional Common Core aligned instruction through student driven discussion, high level questioning, and rigorous instructional materials that serve to increase critical thinking.

GOVERNANCE

VOICE's Board of Trustees is made of 13 voting members, eight of whom have been on the board for than three years. The Board has three committees including audit, finance and academic accountability. The Board Calendar lists 11 Board meetings scheduled for the FY15, this is one meetings short of the legally required annual monthly meetings. At the time of this report, the school had not posted meeting minutes online. However, after July 1, 2016, the school updated its website to reflect meeting minutes from the 2015-16 school year.

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

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

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	Not Compliant	The school has missed deadlines for annual reporting requirements
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 ⁷	Not Compliant	The DOE cannot evaluate whether the Board met quorum or note because board

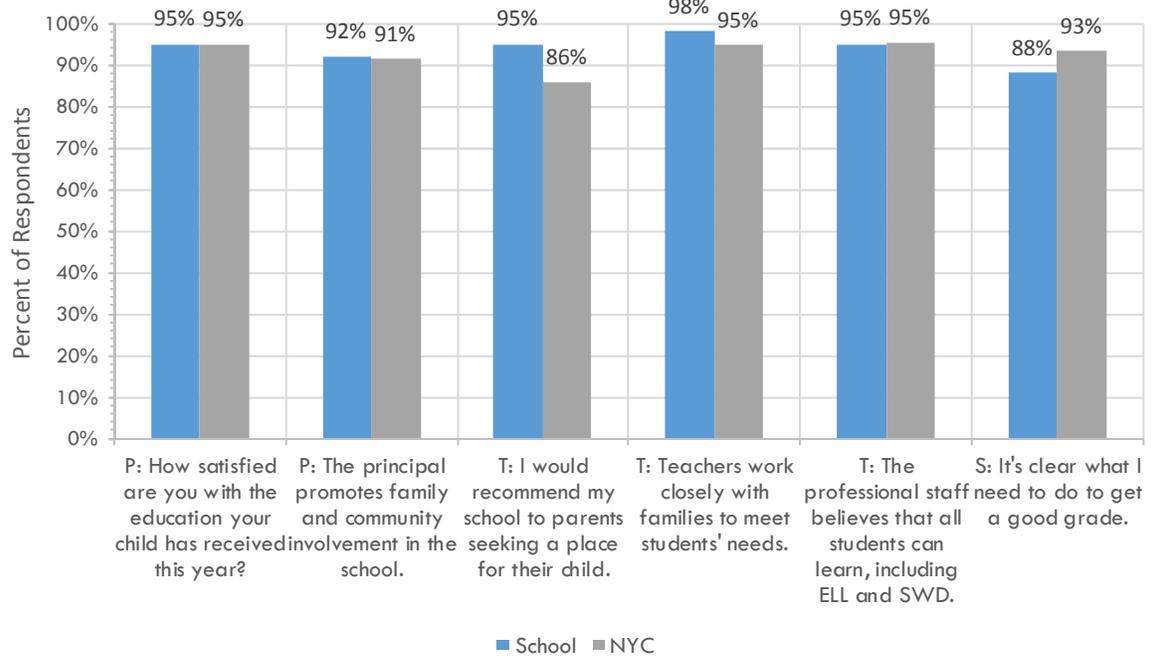
⁷ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

meeting minutes were not posted online. However, after July 1, 2016, the school submitted minutes demonstrating that ten meetings met quorum. Minutes are posted online for all meetings.

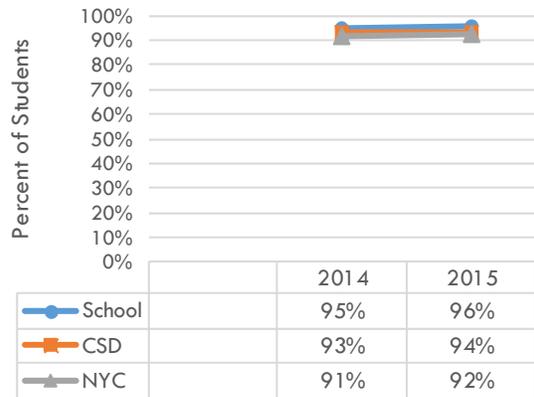
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<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 (lease, certificate of occupancy, certificate of insurance, fire and safety inspections)	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	Compliant	
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	

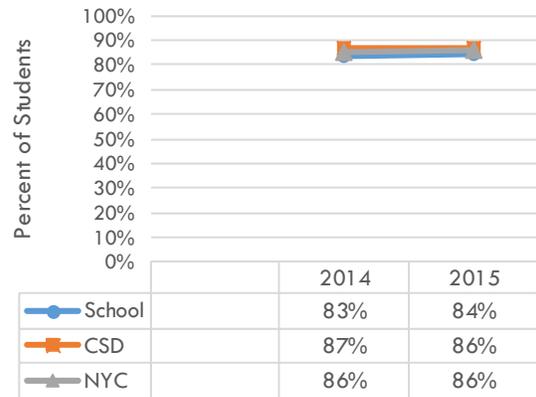
Percent Satisfaction on the NYC School Survey



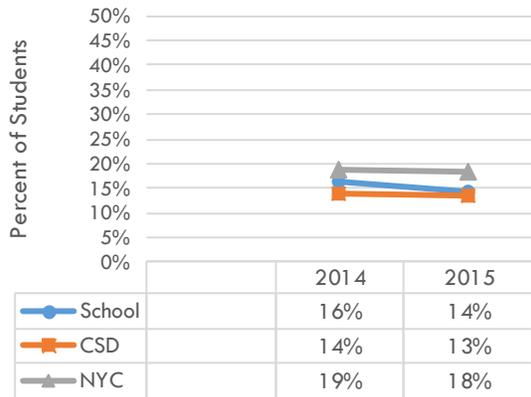
Attendance Rates



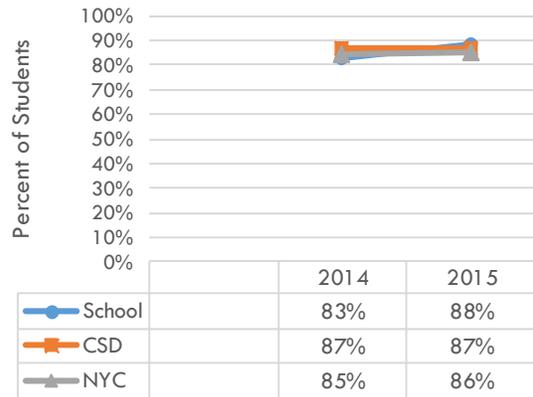
Retention Rates



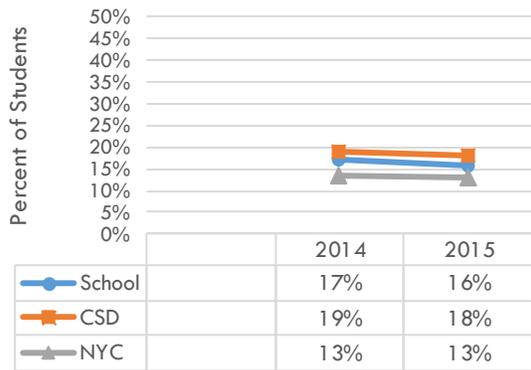
Enrollment Rates - Students with Disabilities



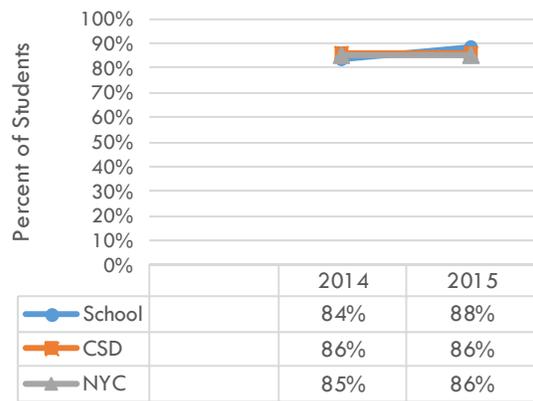
Retention Rates - Students with Disabilities



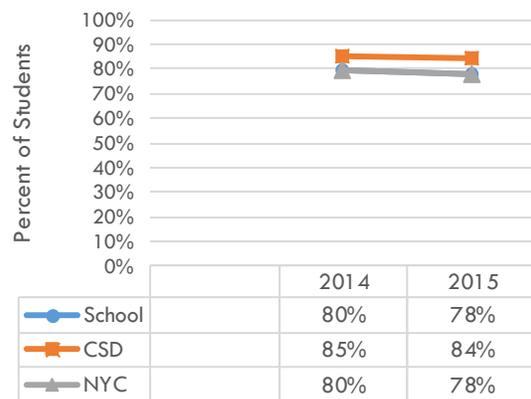
Enrollment Rates - English Language Learners



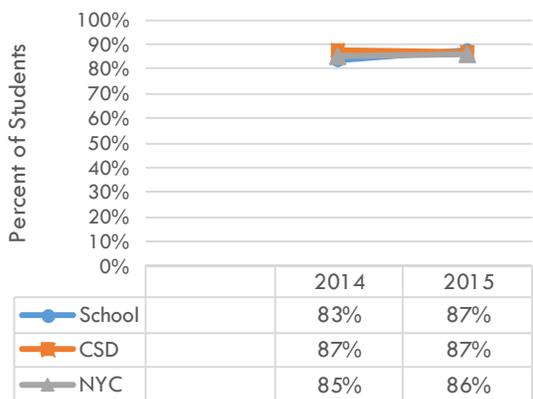
Retention Rates - English Language Learners



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 VOICE Charter School of New York in support of Essential Question 3:

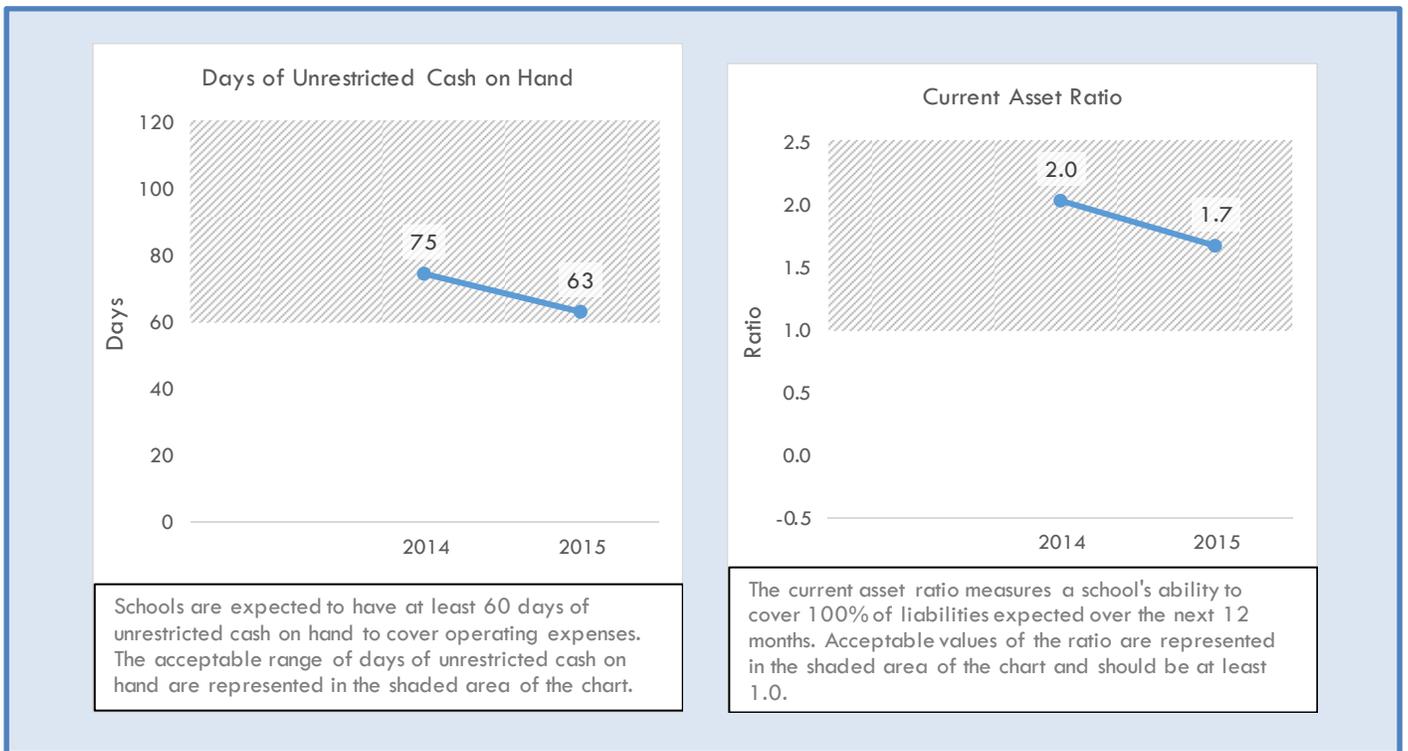
- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

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

SCHOOL FINANCES

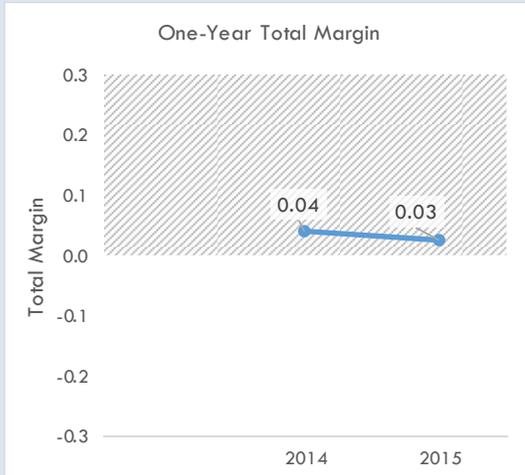
An independent audit performed for fiscal year 2015 (FY15) showed no material findings. The school has \$70,000 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸

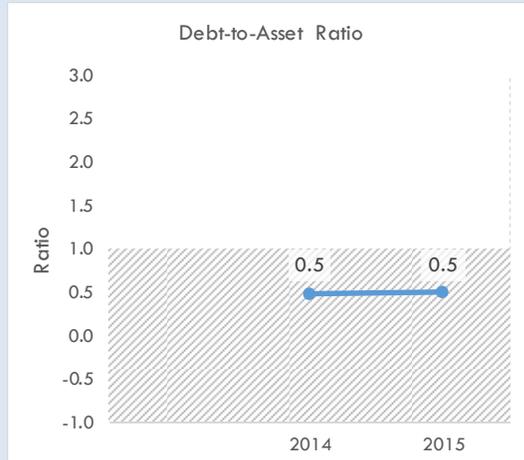


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

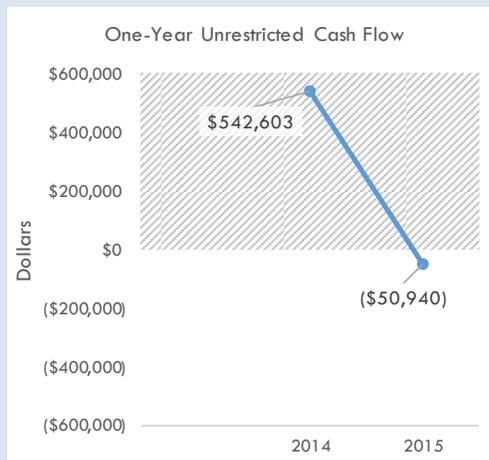
LONG-TERM FINANCIAL SUSTAINABILITY⁹



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.

⁹ Although VOICE's one-year unrestricted cash flow was negative between 2014 and 2015, the school had \$1,646,746 in cash at the end of 2014 and \$1,595,806 in cash at the end of 2015.

APPENDIX A: SCHOOL OVERVIEW

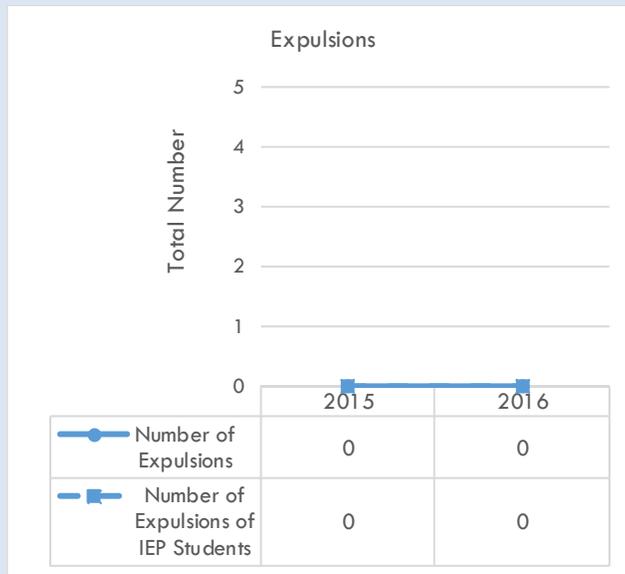
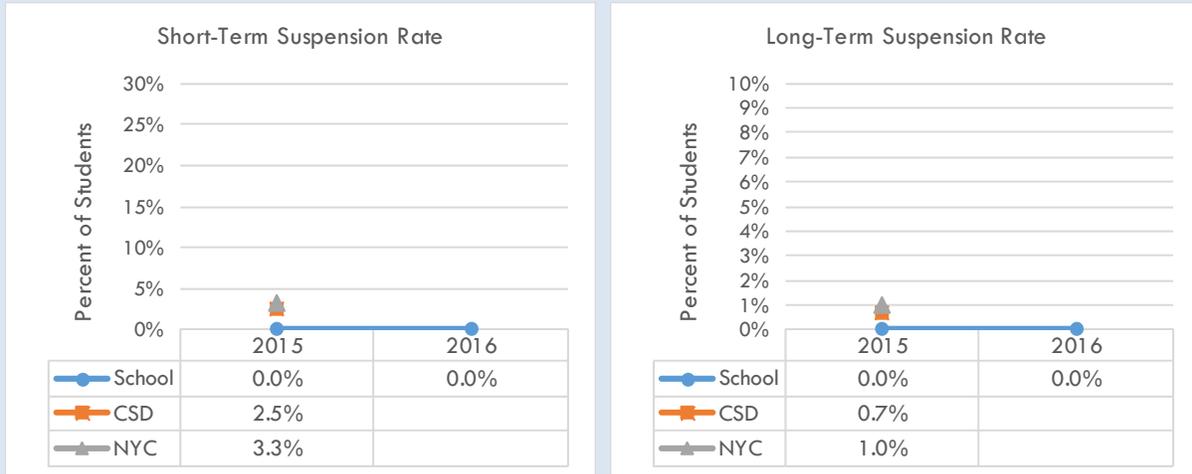
All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade K: 3 Sections Grade 1: 3 Sections Grade 2: 3 Sections Grade 3: 3 Sections Grade 4: 3 Sections Grade 5: 2 Sections Grade 6: 2 Sections Grade 7: 2 Sections Grade 8: 1 Section
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	1890
Number of Students Accepted via the Lottery (School Year 2015-16)	65 (Grade K), 3 (Grade 1), 5 (Grade 5), 10 (Grade 6), 12 (Grade 7), 2 (Grade 8)
<i>Lottery Preferences</i>	
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	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
VOICE Charter School of New York			
Grade 3	31%	42%	41%
Grade 4	27%	37%	32%
Grade 5	31%	31%	28%
Grade 6		44%	37%
Grade 7			30%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	0%	8%	6%
Grade 4	-2%	4%	-1%
Grade 5	-3%	1%	-7%
Grade 6		17%	3%
Grade 7			-4%
Grade 8			

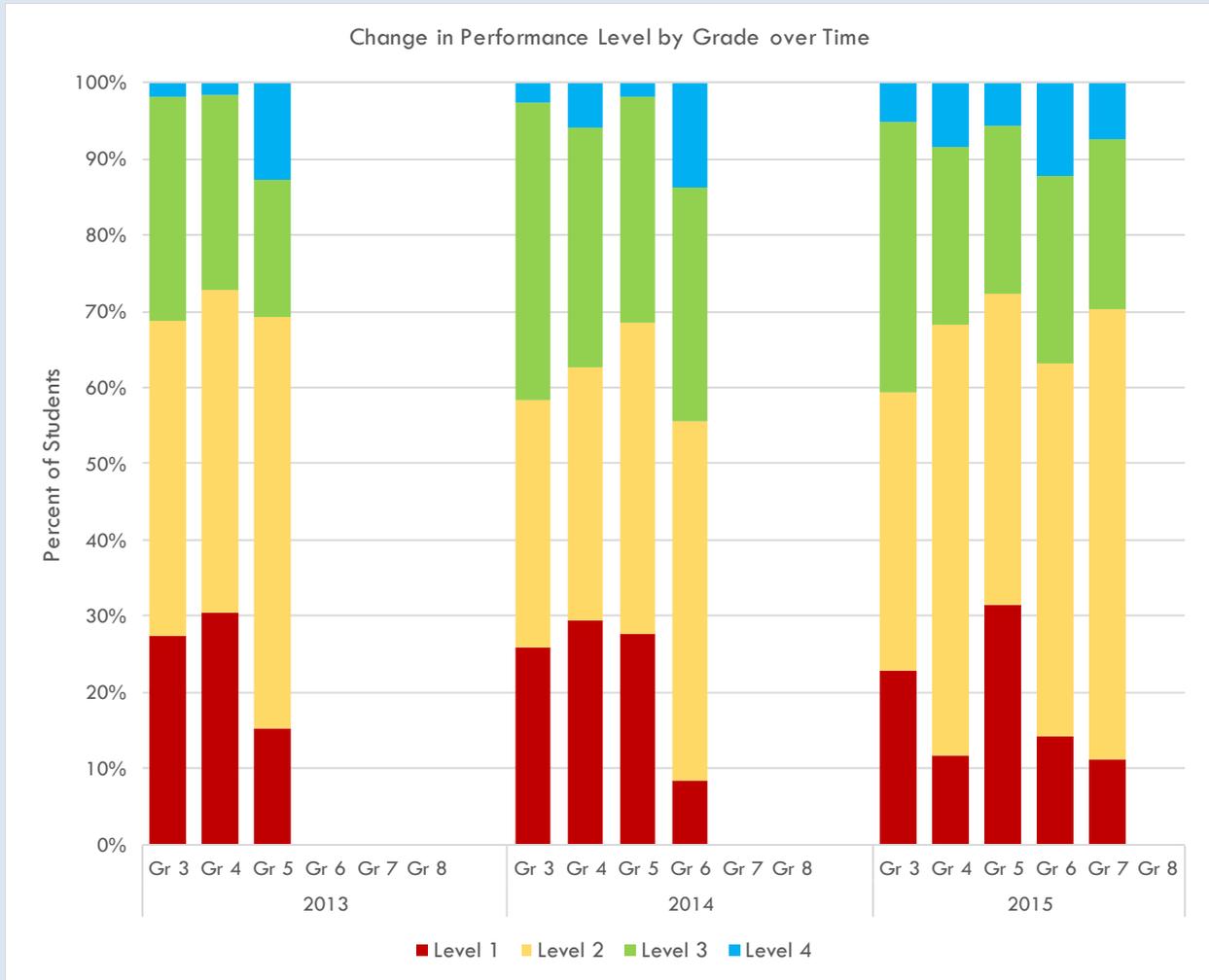
GRADE-LEVEL PROFICIENCY IN MATH

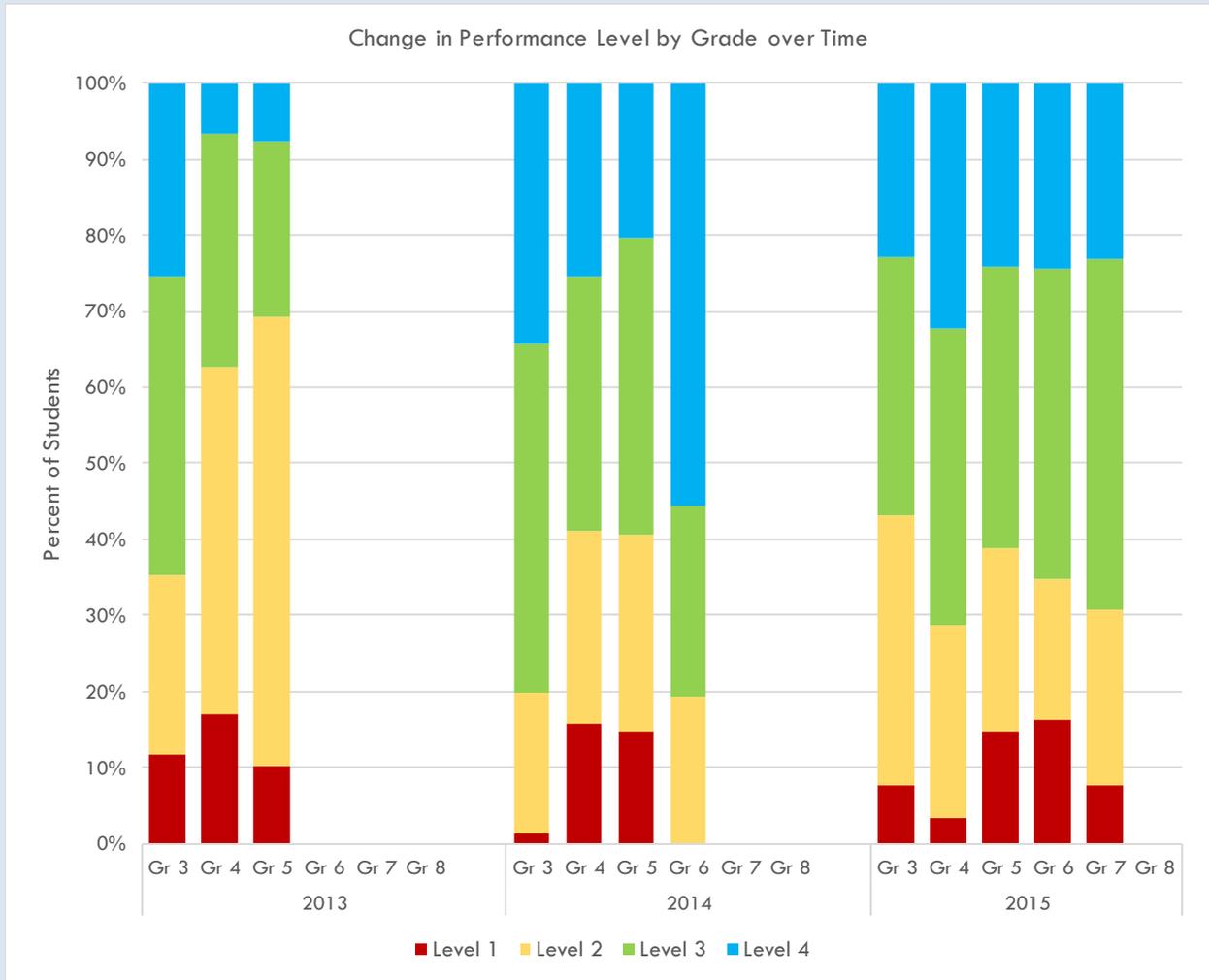
	2012-2013	2013-2014	2014-2015
VOICE Charter School of New York			
Grade 3	65%	80%	57%
Grade 4	37%	59%	71%
Grade 5	31%	59%	61%
Grade 6		81%	65%
Grade 7			69%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	30%	38%	14%
Grade 4	-1%	15%	27%
Grade 5	-3%	18%	15%
Grade 6		39%	21%
Grade 7			27%
Grade 8			

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

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

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

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

- Academic Goals: ¹²
 - 4 of 8 applicable academic charter goals in its most recent year
- Operational Goals:
 - 3 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
 - 0 of 0 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Each year, 75 percent of third through eighth graders will perform at or above Level 3 on the New York State ELA examination.	This ELA goal was not met. Grade -----% at 3 & 4 3 -----41% 4 -----32% 5 -----28% 6 -----37% 7 -----30% All -----34%"
	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.	Not Available on Nov. 1
	Beginning in 2010-2011, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in local school district #30.	This ELA goal was met. -----VOICE-----Dist. 30 -----% at -----% at Grade -----3 & 4-----3 & 4 --3----- 41%-----33%

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.

	--4 -----32%-----31% --5 -----28%-----32% --6 -----37%-----40% --7 -----30%-----30% ALL ---- -----34%----- 30%"
Beginning in 2011-2012, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.	This ELA goal was not met. -----2014-----2015 -2015 -----% at -----% at Grade ----3 & 4-----3 & 4 --3-----16%-----33% --4 -----43%-----31% --5 -----40%-----32% --6 -----33%-----40% --7 -----30%-----30%
Each year, 75 percent of third through eighth graders will perform at or above Level 3 on the New York State Mathematics examination.	This math goal was not met. Grade -----% at 3 & 4 3 -----57% 4 -----71% 5 -----61% 6 -----65% 7 -----69% All -----64%"
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.	Not Available on Aug. 1
Beginning in 2010-2011, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in local school district #30.	This Math goal was met. -----VOICE-----Dist. 30 -----% at -----% at Grade ----3 & 4-----3 & 4 --3----- 57%-----43% --4 -----71%-----44% --5 -----61%-----46% --6 -----65%-----45% --7 -----69%-----42% ALL ----- ----64%-----44%
Beginning in 2011-2012, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the	This Math goal was not met. -----2014-----2015 -2015 -----% at -----% at Grade ----3 & 4-----3 & 4 --3-----17%-----50% --4 -----87%-----71% --5 -----60%-----64%

	previous year, that cohort is expected to show at least an increase in the current year.	--6 -----59%-----66% --7 -----77%-----69%
	Beginning in 2010-2011, the school's aggregate Performance Index (PI) on the State Math exam will meet the Annual Measurable Objective (AMO) accountability system.	VOICE met this measure. The NYS ELA PII is 154, exceeding the AMO of 94.
	Beginning in 2011-2012 when our student enrollment reaches 4th grade, 75 percent of fourth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.	VOICE met this goal. 95 percent of grade 4 students achieved a standard of level 3 or 4.
	Beginning in 2011-2012 when our student enrollment reaches 4th grade, students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of fourth grade students in local school district #30.	District Scores Unavailable as of Nov. 1 95 percent of VOICE grade 4 students who have been enrolled for at least two years scored at least a 3 on the NYS Science 4 exam.
	Beginning in 2014, VOICE will achieve C or greater on the Overall and Progress sections of the Progress Report in all years of the charter term.	NYCDOE Progress Report format has changed and grades are no longer assigned.
Operational Goals	Beginning in 2014, VOICE will meet the comparable CSD targeted percentages for English Language Learners, Students with Disabilities, and Free and Reduced lunch students.	VOICE CS is making progress toward this goal. Voice District 30 ELL 15.9% vs. 18.1% SWD 14.6% vs. 13.4% FRPL 79.7% vs 84.5% We were within a few percentage points of districtwide averages for 2014, with a slightly higher rate of SPED enrollment and a slightly lower rate of ELL and FRPL enrollment compared to the district.
	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.	Met VOICE enrollment range for 2014-15 was 550-600 according to our charter. VOICE remained within 15% of that window during the course of the year.
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms applicable to charter schools including, but not limited to, the New York Charter Schools Act, the New York Freedom of	Met VOICE is in compliance with regulations set out for us. We are not in violation of any local, state or federal regulation. We completed requirements on time

	Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	and to satisfaction of authorizers and maintain a team focused on compliance matters.
	Each year, the school will have a daily student attendance rate of at least 95 percent.	Met 95.3% Attendance Rate
	At least 95% of the students will re-enroll at the school each year, not including any who might leave due to geographic reasons.	Did Not Meet After accounting for attrition due to geographic relocation, we determined that 91.8% of students have committed to enroll for the 2015-16 school year.
Financial Goals	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	To be Completed by Nov. 1
	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	To be Completed by Nov. 1

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- English Language Learners
- Direct mail advertising in languages other than English
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to a diverse array of immigrant community/ies
- Outreach to specialized feeder schools and programs
- Advertising and school materials are translated as needed
- Distributing applications to ELL families at VOICE and encouraging them to give them out to other families they might know outside of VOICE to get them to apply for admission.
- Distribution to immigrant advocacy groups in district.
- All sessions had at least one Spanish speaking individual present and office staff is bilingual. School is able to access translators of languages other than Spanish when necessary. Students Eligible for Free and Reduced Lunch

STUDENTS WITH DISABILITIES (SWD)

- Direct mail advertising that mentions special needs
- School website that mentions special needs
- Other advertising (e.g. community newspapers, fliers) that mentions special needs
- Outreach to specialized feeder schools and program

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Meal program was covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

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

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.