



**Department of  
Education**

*Carmen Fariña, Chancellor*

Annual Comprehensive Review Report  
for Cultural Arts Academy Charter School  
at Spring Creek

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

Cultural Arts Academy Charter School at Spring Creek (“CAACS”) is an elementary school located in the Brownsville neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 18. The school is not co-located with any other schools or programs.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Laurie Midgette has been at the school for six years; Director of Accountability and Compliance Gray Stewart has been at the school for five years; Director of Operations Monique Burrowes has been at the school for six years; Director of Content and Curriculum Patrick McKinney has been at the school for six years; Business Manager Terry David has been at the school for two years; Technology Manager Raquel Scott has been at the school for six years; Facilities Manager Jerry Francois has been at the school for three years; Supervisor of Student Support Rachel Charles-Pierre has been at the school for six years; and Sgt. Tiffany Hardy, School Safety Manager has been at the school for four years.

### SCHOOL HIGHLIGHTS

CAACS is a Leader In Me School and received designation as an International Baccalaureate Candidate School on May 2, 2014. CAACS became an official chapter of the National Elementary Honor Society Program in March 2015. Many members of their first graduating class are on the honor rolls in their new middle schools as evidenced by their first marking period report cards after leaving CAACS.

### CURRENT SCHOOL SNAPSHOT

<b>Cultural Arts Academy Charter School at Spring Creek</b>	
DBN	84K792
School Leader(s)	Dr. Laurie B. Midgette
Board Chair(s)	Dr. A.R. Bernard
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	18
Physical Address(es)	1400 Linden Boulevard, Brooklyn, NY 11212

<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

Facility Owner(s)	Private
Enrollment <sup>2</sup>	275
Grades Served	K-5

#### CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. A.R. Bernard	President	N/A	6	0/5
2. Cheryl Pemberton	Vice-President	N/A	6	5/5
3. Shirley Glasgow	Secretary	Parent Engagement	6	5/5
4. Henry Clouden	Treasurer	Finance	6	5/5
5. Chrysetta Patterson	Member	N/A	6	5/5
6. Susan Fox	Member	N/A	6	0/5
7. Larry Weiss	Chief Legal Officer	N/A	6	0/5
8. Stuart Sabal	CFO	Finance	6	0/5
9. Laurie Midgette	School Leader	N/A	6	5/5

#### CHARTER AUTHORIZATION PROFILE

<b>Cultural Arts Academy Charter School at Spring Creek</b>	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2017
Current Authorized Grade Span	K-5
Current Authorized Enrollment	280

<sup>2</sup> According to ATS data as of October 14, 2015.

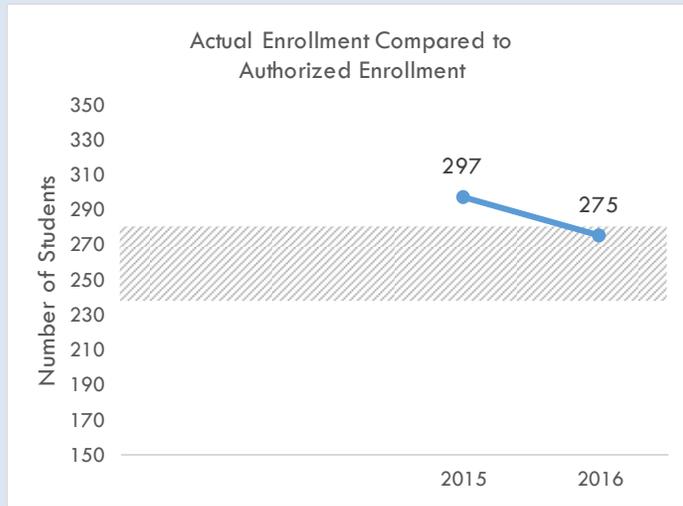
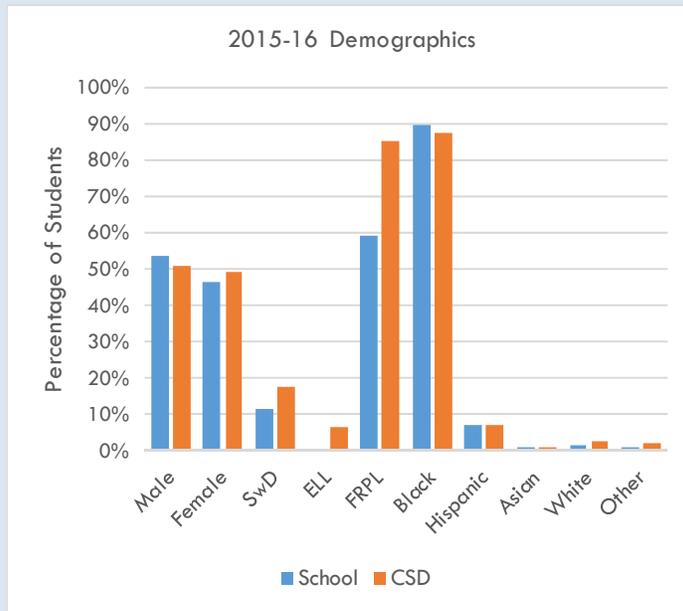
<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

CAACS was renewed for a 2.5 year short term in the 2014-15 academic year with the following conditions:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. As part of its oversight of Cultural Arts Academy Charter School at Spring Creek in its next charter term, the NYC DOE will require the school to submit an academic improvement plan to address concerns regarding performance and growth on the NYS math assessments. This plan should include timelines, interim progress goals, details on data-driven instructional program design, professional development and assigned responsibilities. A draft of the plan should be submitted to the NYC DOE no later than April 15, 2015.	On Target	
2. In each year of the charter term, for each tested grade, the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade.	Not On Target	In 2014-15, the school's percentage of students scoring at a Level 3 or above on the NYS ELA assessment did not exceed the CSD for two of three applicable grades.
3. In each year of the charter term, for each tested grade, the percentage of students scoring at a Level 3 or above on the New York State ELA assessment must meet or exceed the Community School District of location percent proficient for each grade.	Not On Target	In 2014-15, the school's percentage of students scoring at a Level 3 or above on the NYS ELA assessment did not exceed the CSD for each grade.
4. The school will submit a revised 2.5 year budget and budget memorandum that reflect the school's future authorized enrollment of 280 students in grades kindergarten through five to the NYC DOE no later than February 27, 2015. The revised budget memorandum must include strategies for how the school will increase its unrestricted days of cash on hand from eight to at least 30, without an infusion of cash, by the end of the 2015 fiscal year (June 30, 2015). In addition, the school will submit quarterly financial statements to the NYC DOE within 45 days of the close of each fiscal quarter.	Not On Target	The school ended the 2014-15 school year with 14 days of cash on hand, which is below the required 30. In addition, the school did not submit quarterly financial statements within 45 days of the close of each quarter.
5. The school will develop and submit a plan to increase the percentage of English Language Learners enrolled in the	Not on Target	While the school did submit a plan to

<p>school beyond 0%; the plan must align to the expected outcome that the percentage of ELLs enrolled by the school will meet or exceed the Community School District percentage of English Language Learners by the end of the next charter term. The plan should detail recruitment strategies that will increase the percentage of English Language Learners that apply and subsequently enroll in the school, the school's efforts to retain these students, specific initiatives to engage families of English Language Learners, and how the school will specifically serve this special population once enrolled. A draft of the plan shall be submitted to the NYC DOE on or before February 15, 2015. The school should expect to begin implementation of these strategies prior to the lottery for the 2015-2016 school year.</p>		<p>increase the percentage of ELLs enrolled in the school beyond 0%, in the 2014-15 school year, the school did not have more than 0% ELLs.</p>
<p>6. The school's bylaws indicate that the Board is to hold 12 meetings a year. In each year of the charter term, the Board is required to hold the required number of monthly meetings and report semi-annually to the NYC DOE on January 1 and July 1 the status of board meeting completion. Board meetings held are those that meet quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.</p>	<p>Not On Target</p>	<p>The school has not reported the status of board meetings upon completion.</p>

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

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#### 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;

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#### 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)

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#### 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:

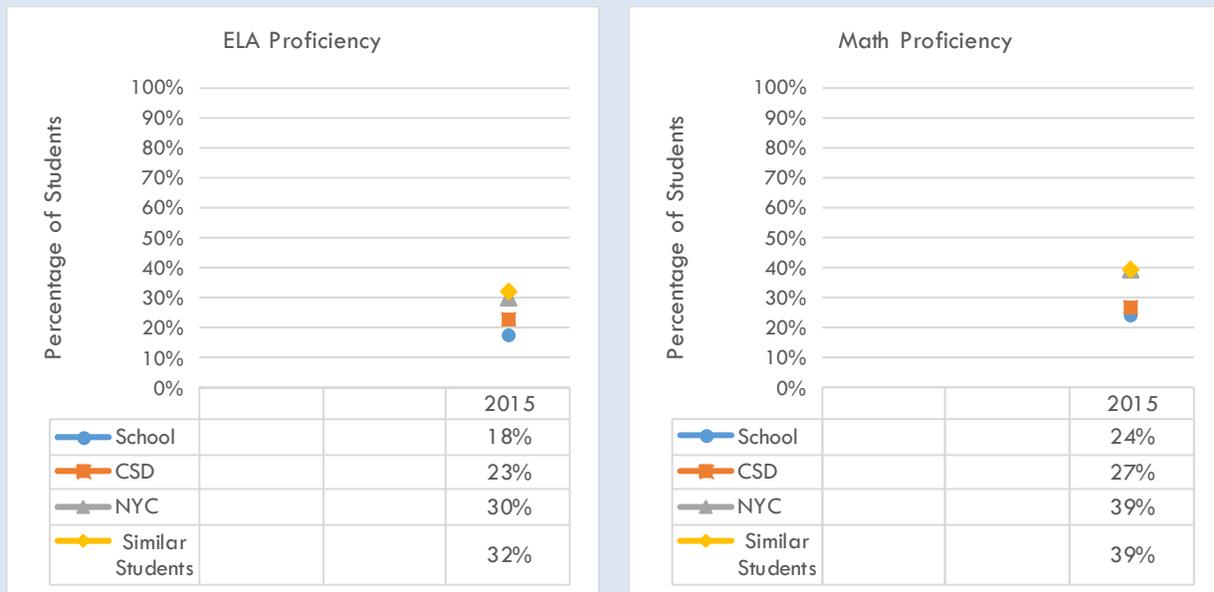
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

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.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY<sup>6</sup>

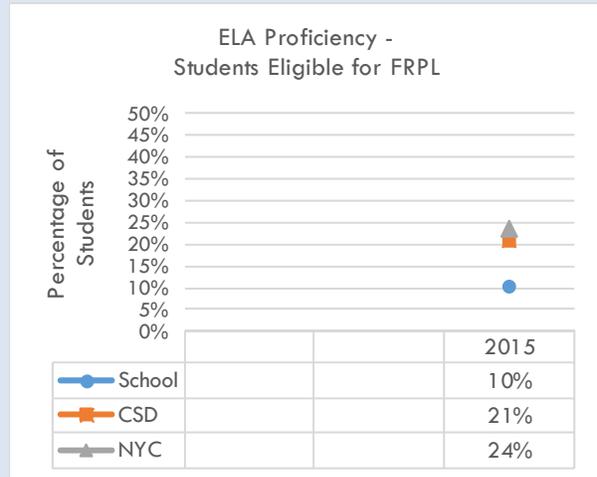
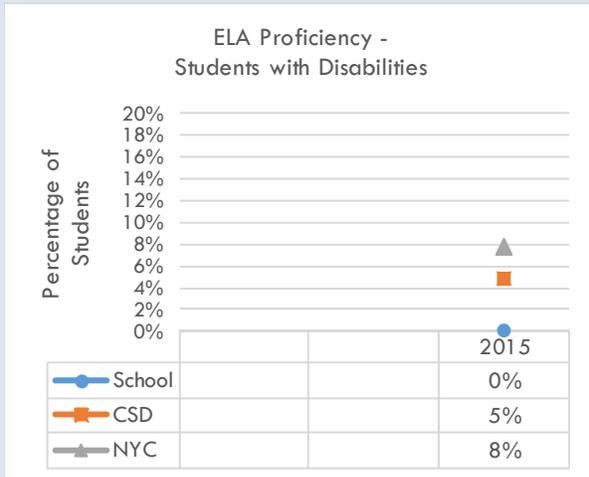


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>5</sup> 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.

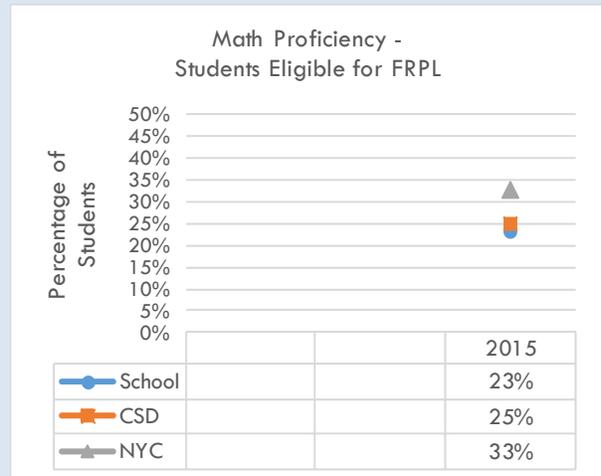
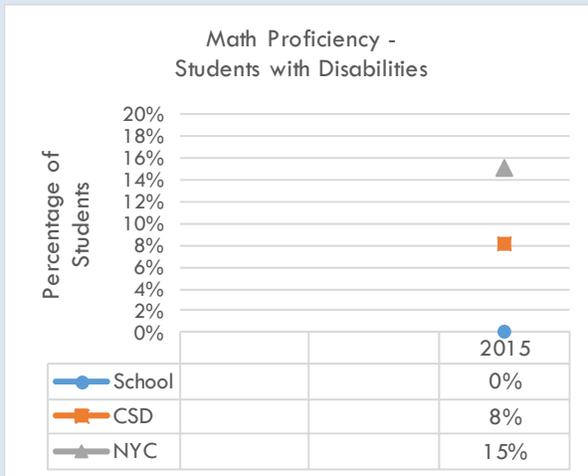
<sup>6</sup> For more on the NYC DOE’s similar students comparisons, please see the information here: [http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



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

CLOSING THE ACHIEVEMENT GAP – MATH



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

## 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 G.

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### ARTS-INFUSED CURRICLUM

MET Opera Program; Broadway Jr; Jazz at Lincoln Center, Dorsey Institute; Noel Pointer Foundation; Arts Horizon

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### COLLEGIATE SCHOOL CULTURE

Scholars, Professors, Deans, Universities, Collegiate paraphernalia

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### INTERNATIONAL BACCULAUREATE

Bilingual Spanish Program; International Baccalaureate Transdisciplinary themes in the content areas; Professional Development

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### CHARACTER EDUCATION

Stephen Covey's Leader in Me Program; ManProof Boys Mentoring Program; Pretty Brown Girls, Inc. Mentoring Program

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### TECHNOLOGY-INFUSED INSTRUCTION

Apples School; Tech Lab; iPads; Kindles; SmartBoards; Wacoms; ChromeBooks

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### PARENT ENGAGEMENT

Strong family engagement programs and initiatives; Family Specialist with Leader In Me Family Certification Training

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## GOVERNANCE

The Board of Trustees does not have a developed governance structure and organizational design. Board meeting minutes, agendas and calendar of meetings are not regularly posted on the school's website. While the Board has the minimum number of members (five) and does not exceed the maximum (11), the Board Chair has not attended any Board meetings between July and December 2015. Board meeting agendas and minutes have not been posted on the school's website since January 2016.

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.

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## 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	

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## OPERATIONAL STABILITY

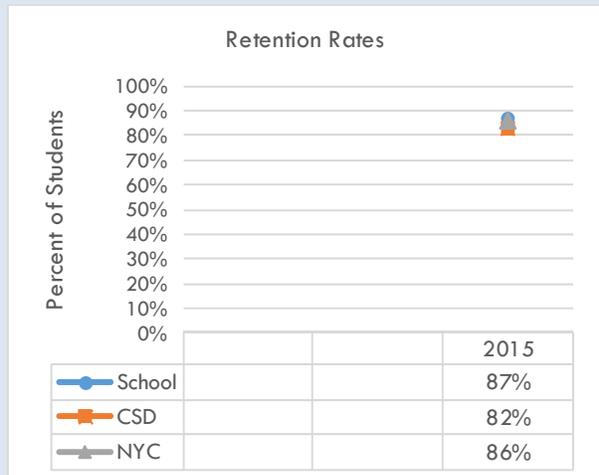
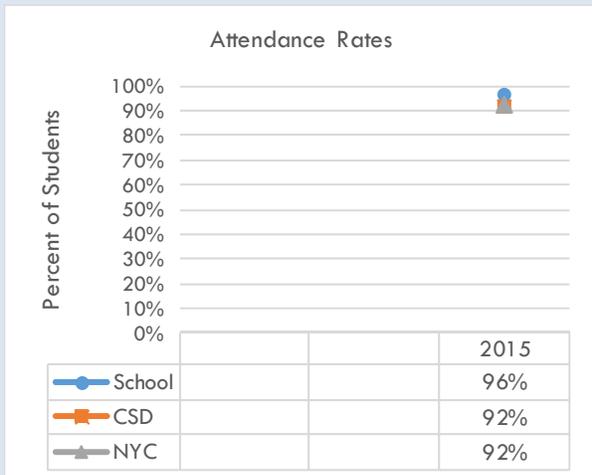
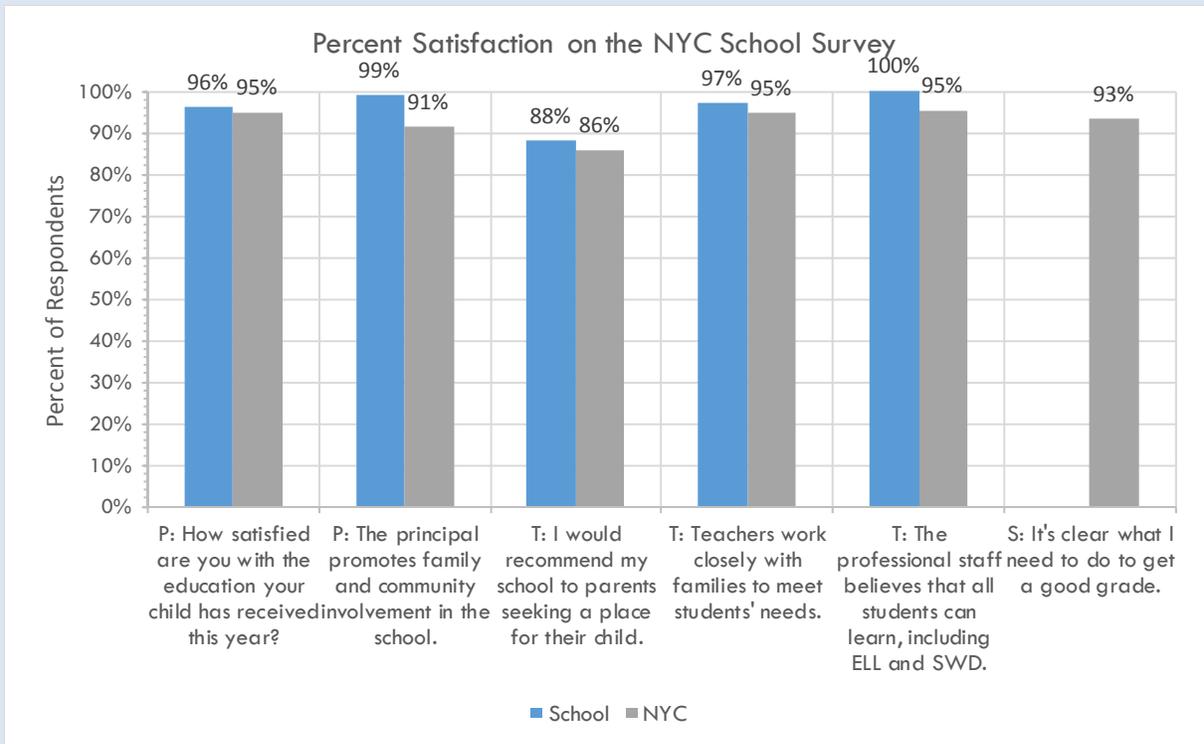
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Not Compliant	The Board does not have a formalized governance structure

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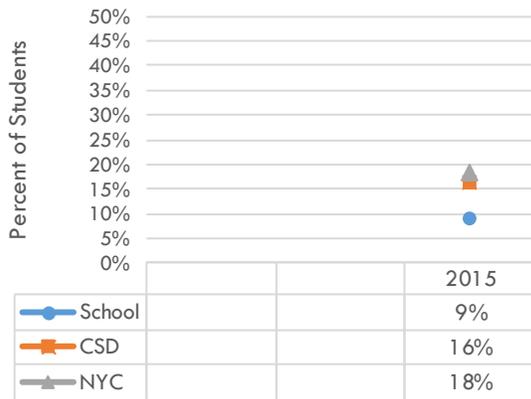
Board meetings consistently meet quorum <sup>7</sup>	Compliant	
<b>COMPLIANCE (WITH ALL APPLICABLE LAWS &amp; REGULATIONS)</b>		
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Not Compliant	The discipline policy is not compliant with state and federal laws
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	Fingerprint clearance records are missing for some staff members
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	

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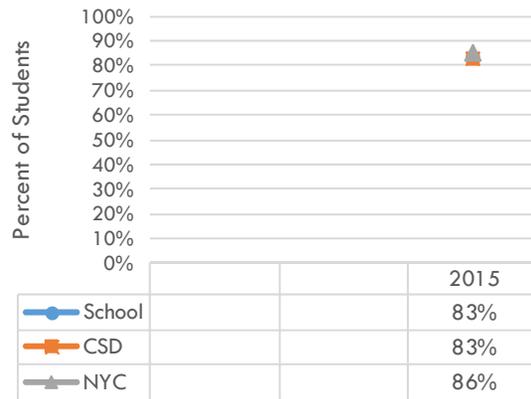
<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.



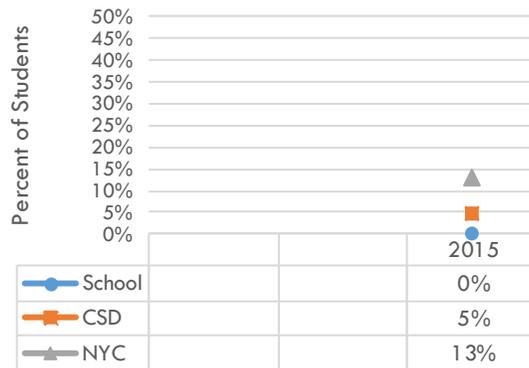
Enrollment Rates - Students with Disabilities



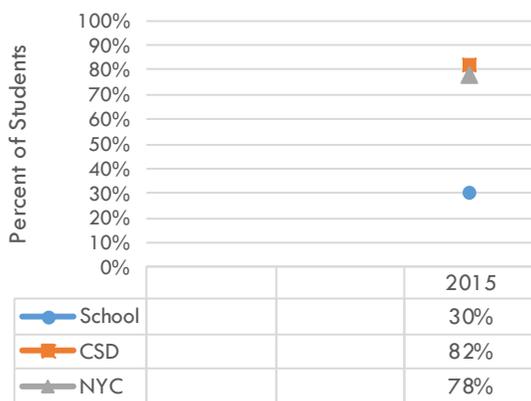
Retention Rates - Students with Disabilities



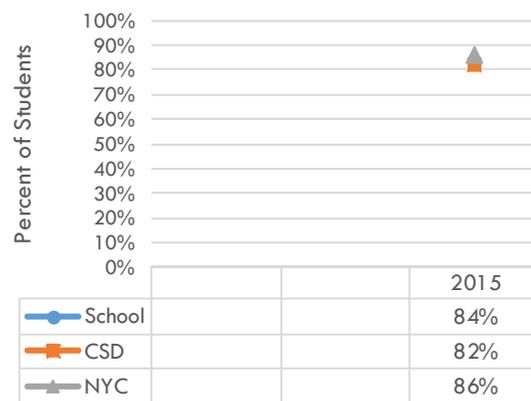
Enrollment Rates - English Language Learners



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 Cultural Arts Academy Charter School at Spring Creek 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 related to short- and long-term financial viability.

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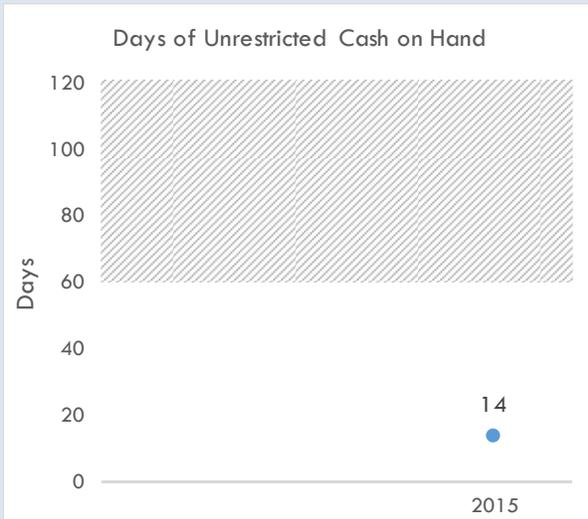
#### SCHOOL FINANCES

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

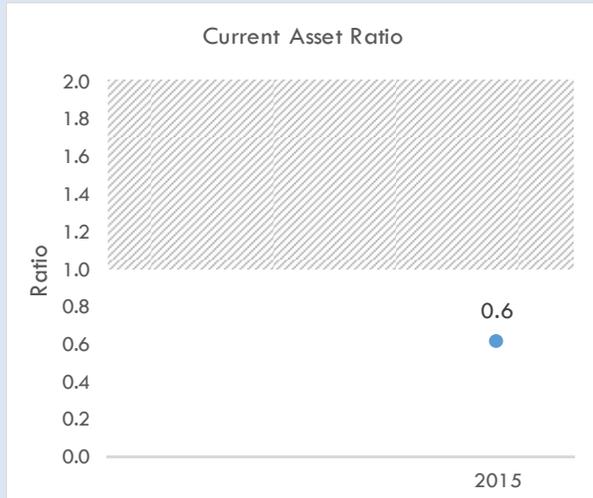
The school has an operating lease agreement with Christian Cultural Center, a not-for-profit organization. The chief executive officer of Christian Cultural Center is a founding member and board member of the school.

The school has \$75,101 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



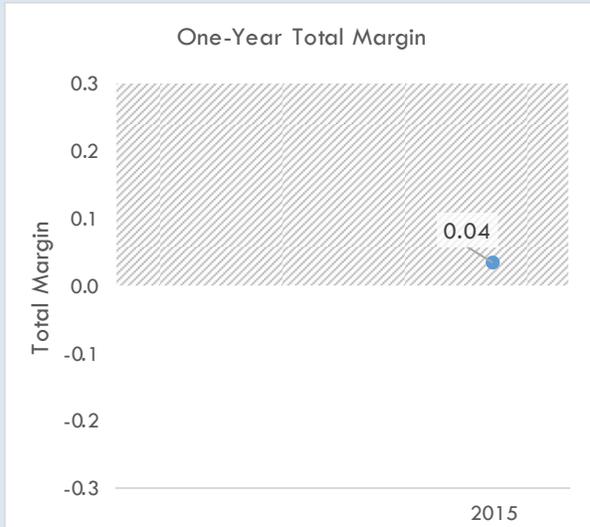
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



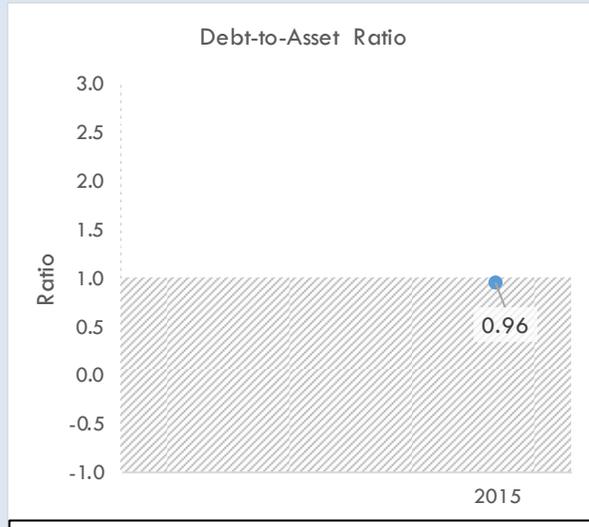
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>8</sup> 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 6.

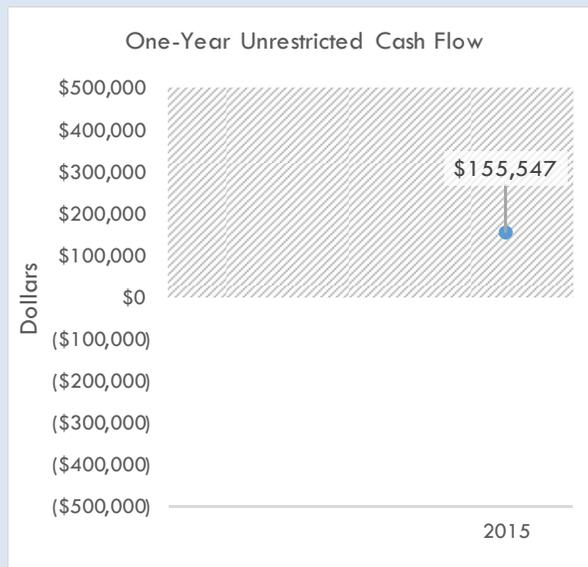
LONG-TERM FINANCIAL SUSTAINABILITY



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.

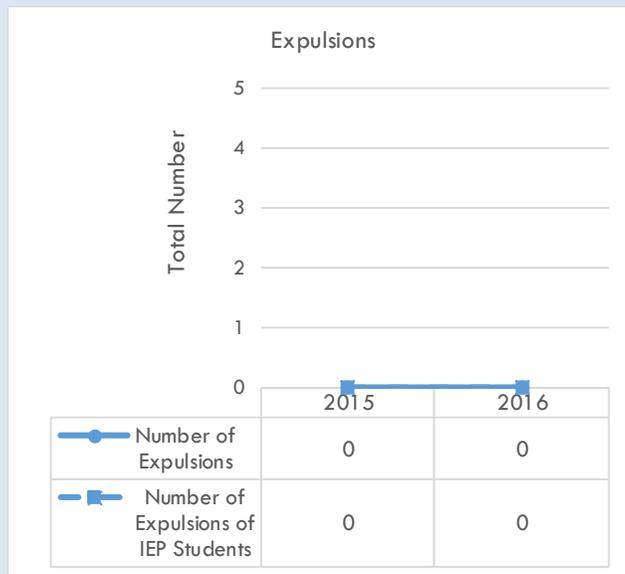
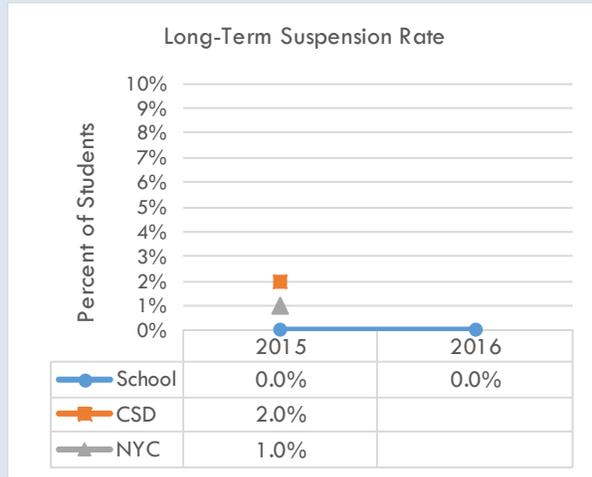
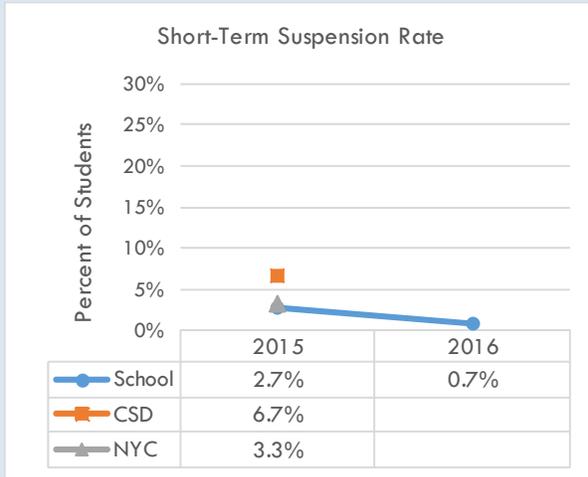
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### PROGRAMMING, ADMISSIONS, AND LOTTERY

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Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 5: 2 sections per grade
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-2
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	470
Number of Students Accepted via the Lottery (School Year 2015-16)	40 (Grade K)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>9</sup>



<sup>9</sup> 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
<b>Cultural Arts Academy Charter School at Spring Creek</b>			
Grade 3	23%	34%	17%
Grade 4		25%	19%
Grade 5			16%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	2%	12%	-5%
Grade 4		0%	-4%
Grade 5			-7%

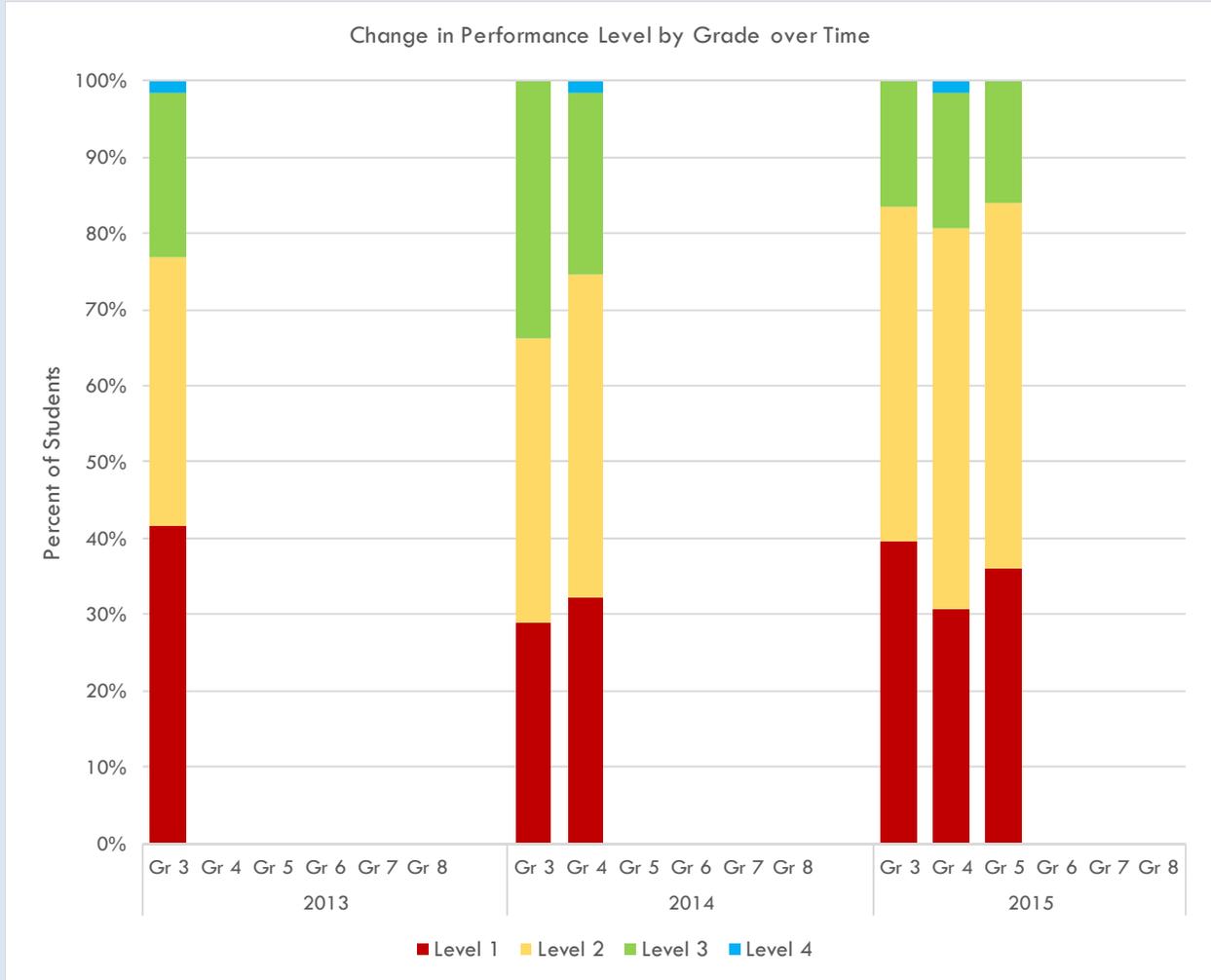
### GRADE-LEVEL PROFICIENCY IN MATH

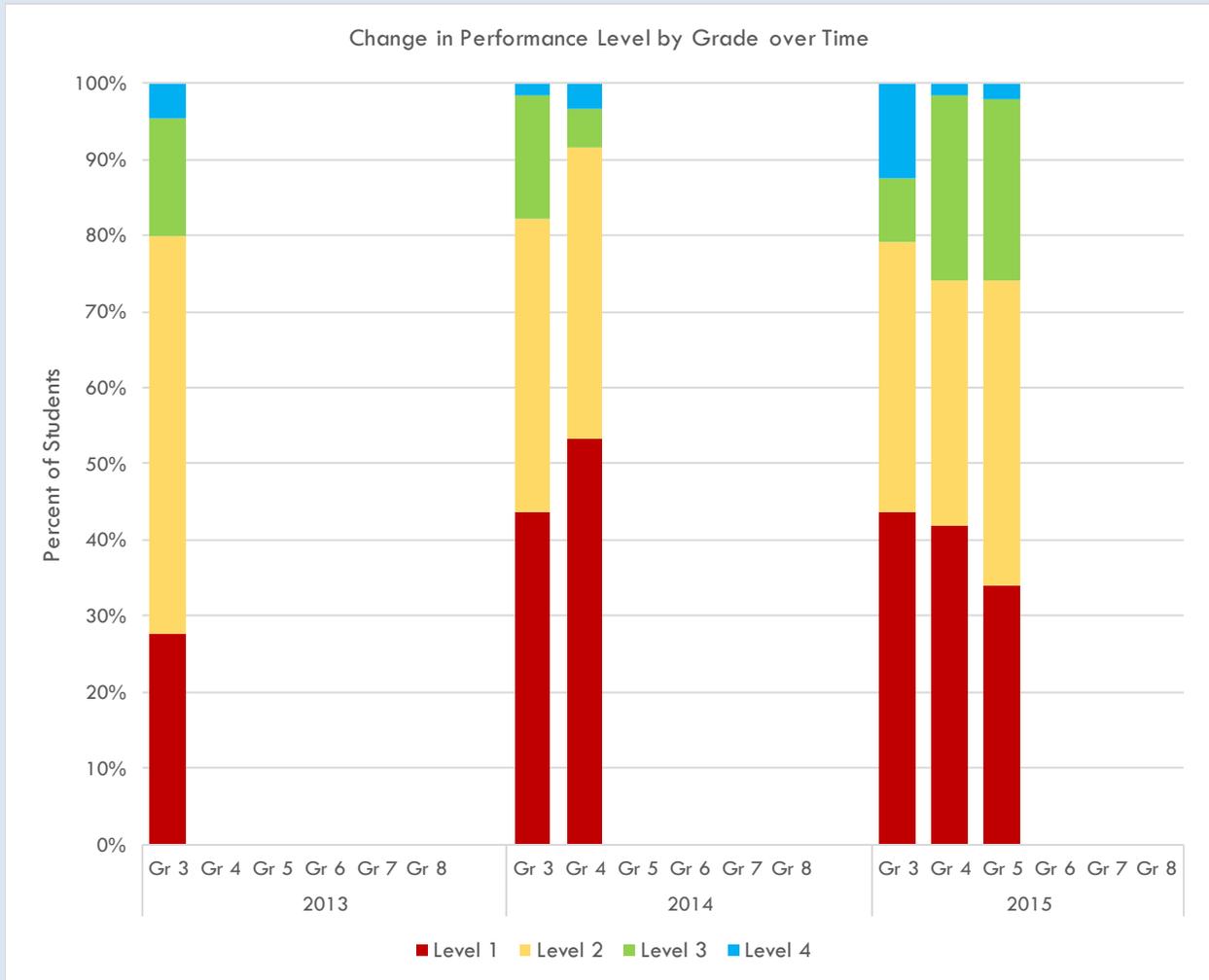
	2012-2013	2013-2014	2014-2015
<b>Cultural Arts Academy Charter School at Spring Creek</b>			
Grade 3	20%	18%	21%
Grade 4		8%	26%
Grade 5			26%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	-2%	-8%	-8%
Grade 4		-18%	1%
Grade 5			-1%

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 year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 3 of 7 applicable academic charter goals in its most recent year
- Operational Goals:
  - 4 of 4 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% of third through fifth grade students at Cultural Arts Academy Charter School at Spring Creek will perform at or above Level 3 on the NYS ELA exam.	NOT MET
	Each year, 75% of third through fifth grade students at Cultural Arts Academy Charter School at Spring Creek will perform at or above Level 3 on the NYS math exam.	NOT MET
	Each year, 75% of fourth grade students at Cultural Arts Academy Charter School at Spring Creek will perform at or above Level 3 on the NYS Science exam.	MET
	For years two through five, third through fifth grade students of the same cohort (i.e. students who were enrolled in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's ELA exam and 90% at or above Level 3 on the current year's ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeds 90% on the previous year's ELA exam, the Cultural Arts Academy Charter	NOT MET

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>11</sup> 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.

	School at Spring Creek will demonstrate growth (from proficient to advanced) in the current year.	
	For years two through five, third through fifth grade students of the same cohort (i.e. students who were enrolled in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's math exam and 90% at or above Level 3 on the current year's math exam. If the number of students scoring above proficiency in a grade level cohort exceeds 90% on the previous year's math exam, the Cultural Arts Academy Charter School at Spring Creek will demonstrate growth (from proficient to advanced) in the current year.	NOT MET
	Each year, the school will be deemed In Good Standing on the NYS Report Card.	MET
	Each year, utilizing the NYC DOE's basis of measurement, Cultural Arts Academy Charter School at Spring Creek will have an average daily student attendance rate of at least 95% of the students enrolled in Cultural Arts Academy Charter School at Spring Creek.	MET
Operational Goals	Each year, Cultural Arts Academy Charter School at Spring Creek will be rated 80% meets or exceeds based on an annual NYCDOE Quality Review school evaluation and Report Card in the following categories: School Leadership and Instructional Leadership.	MET
	Each year, parents will express satisfaction Goal 3 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.	MET
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teachers 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. The school will only have met this goal if 50% or more teachers participate in the survey.	MET
	Each year, 90% of the spring instructional staff that is invited to return and that remains in teaching will return the next fall.	MET
Financial Goals	<i>The school did not report any financial goals.</i>	

## 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.

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### LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Translate all materials into the predominantly spoken languages of the district and community
- Use non-English media, approach community- and faith-based organizations serving the language group, recent immigrant support services
- Describe the ELL programs in marketing materials
- Describe programs at all recruiting/outreach events and on website Advertisements have been placed in the following publications: the Canarsie Courier and the Spring Creek Sun. In these publications we specifically mentioned that the school provides services to students for whom English is their second language, as well as SWD's. Fliers were distributed in English, Haitian Creole and Spanish to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invite families to attend the Annual Open House. To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, the school asked these families to complete a "Home Language Questionnaire." Information from this survey ensures that each child for whom English is a second language is provided the services he/she needs to succeed in school. We will continue to monitor the efficacy of our recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through the school's robust data warehouse, detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, are collected, as needed.

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### STUDENTS WITH DISABILITIES (SWD)

- CAACS collaborates with our local Committee on Special Education for District 18. Since 2011-2012, the school been a member of the NYC Charter Center Special Education Collaborative and will continue to participate. This organization, the NYC Special Education Collaborative, focuses on assisting schools with starting and operating successful special education programs. Specific benefit details for all four types of membership are available for download.
- Program Support: Dedicated hours of support, technical assistance, and NYCDOE advocacy!
- Conferences: Annual conference admission and seats at mini-conference series with national speakers!

- Staff Training: Verbal de-escalation and restraint training, monthly instructional training, counseling staff support, discounts to fee-based training!
- Teacher Recruitment: Career fair table and job postings
- Resources: Common Core IEP goal bank access, access to resource library
- The school hosts an annual breakfast for all of its families who have students with disabilities. All of the service providers make a presentation and exhibit curriculum and assistive technology that parents can order. Brochures that describe the special education programming have been distributed throughout the community. In order to reach the families of special needs students, the school utilizes many networks that already exist in the community. CAACS will continue to build relationships with support organizations to gain familiarity with the services they provide. The school creates a database of support services to the families so these organizations know about the school and its special education program and make recommendations to the families they serve. Members of CAACS staff have their own children who receive special education services; they are also connect the school with information and programs that they use for their own children.

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#### STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

Recruitment initiatives will include handing out flyers, attending school fairs, going to local churches, meeting local representatives, and attending community events, radio spots, newspaper articles, and interviews. Social media like Facebook and Twitter are also two methods the school will be used.

## 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](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 17, 2016, met with the school 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 students engaged in rigorous instructions: The team saw mixed evidence of this in all classrooms.
- Evidence of teachers scaffolding instructions: The team generally saw evidence of this.
- Evidence of checks for understanding: The team saw evidence of this.
- Evidence of a second teacher in the room: The team saw evidence of this; however, the purpose of the second teacher was unclear.
- Evidence of common language around the 7 Habits: The team did not see evidence of this.
- Evidence of mathematical language: The team saw evidence of this, but it was not applied in an effective way.
- Evidence less teacher talk and more student talk: The team did not see evidence of this.