



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Riverton Street 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

Riverton Street Charter School (“RSCS”) is an elementary-middle located in the St. Albans neighborhood of Queens. The school is located in a private space in Community School District 29.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Andrea Whitehurst, who has been at the school for 2 years; Dean Yvette Wilds, who has been at the school for 4 years; Dean Yu Kai Cheung, who has been at the school for 2 years; and Dean Nadene Watson-Parchment, who has been at the school for 3 years.

### SCHOOL HIGHLIGHTS

Riverton Street Charter School features a distributed leadership model that it views as critical to its success.

School leaders report that its recently strengthened assessment strategy has enhanced teacher ability to gauge student understanding.

The school reports that the performance of its Economically Disadvantaged Students exceeded district and citywide averages.

School mission and culture help bridge the gap between theory and practice, according to school leaders, fostering a passion for learning and hard work.

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

## CURRENT SCHOOL SNAPSHOT

<b>Riverton Street Charter School</b>	
DBN	84Q341
School Leader(s)	Andrea Whitehurst
Board Chair(s)	Rochelle Noel
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Educational Management Organization: National Heritage Academies
District(s) of Location	29
Physical Address(es)	118-34 Riverton Street, Queens, NY 11412
Facility Owner(s)	Private
Enrollment <sup>2</sup>	840
Grades Served	K-8

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Rochelle Noel	President	N/A	6	5/5
2. Keisha Phillips-Kong	Vice President	N/A	4	4/5
3. Angela Kiffin	Secretary	N/A	6	5/5
4. Marilyn Towns-Jones	Treasurer	N/A	6	5/5
5. Emma Dawson	Trustee	N/A	<1	1/2
6. Deborah King	Trustee	N/A	6	4/5
7. Linda Green	Trustee	N/A	5	3/5

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

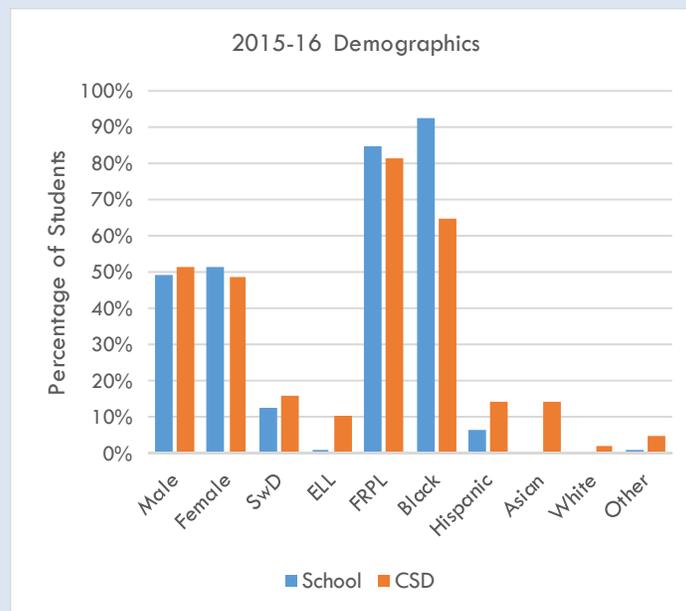
<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

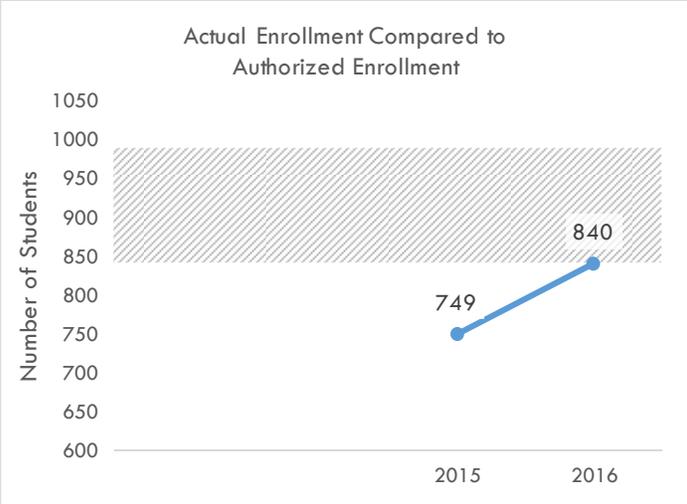
## CHARTER AUTHORIZATION PROFILE

<b>Riverton Street Charter School</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	6/30/2019
Current Authorized Grade Span	K-8
Current Authorized Enrollment	990

Riverton Street Charter School was renewed for a full 4.5 year term in the 2014-15 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

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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:

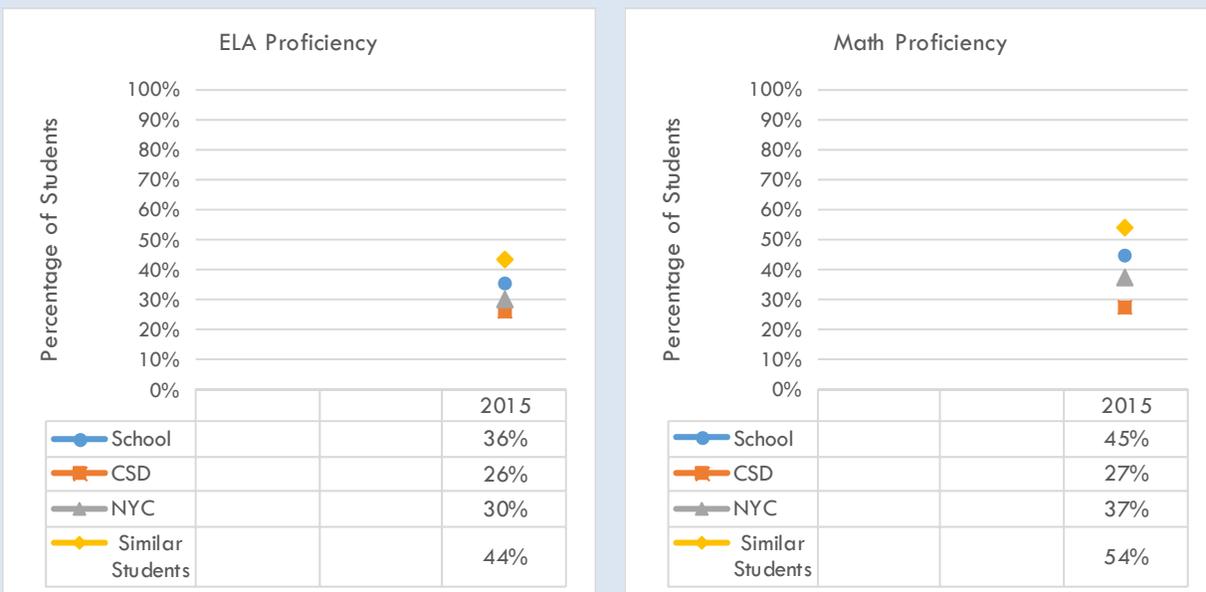
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

## 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>



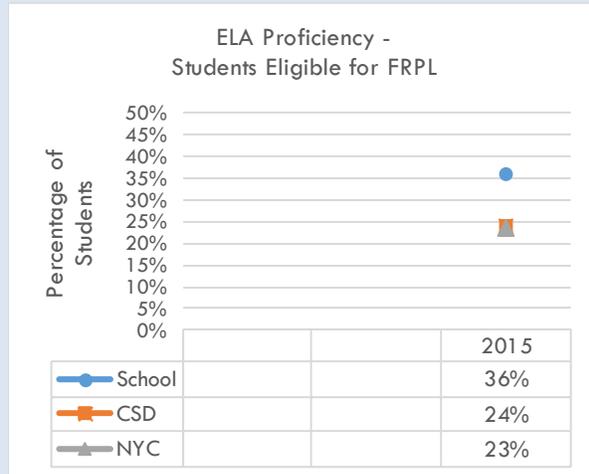
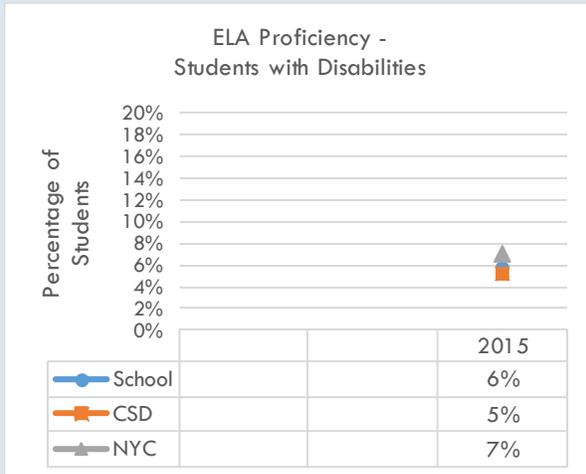
<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<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:

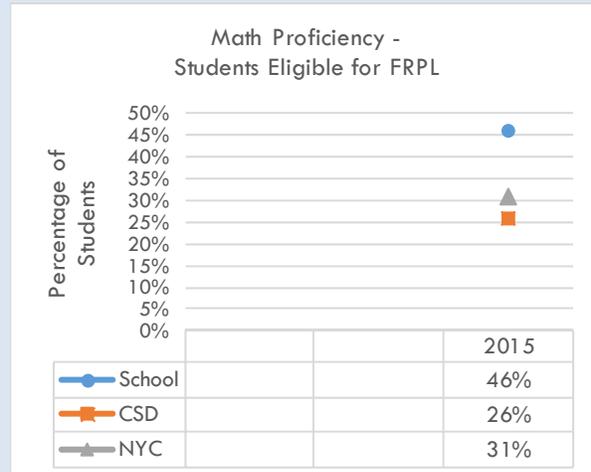
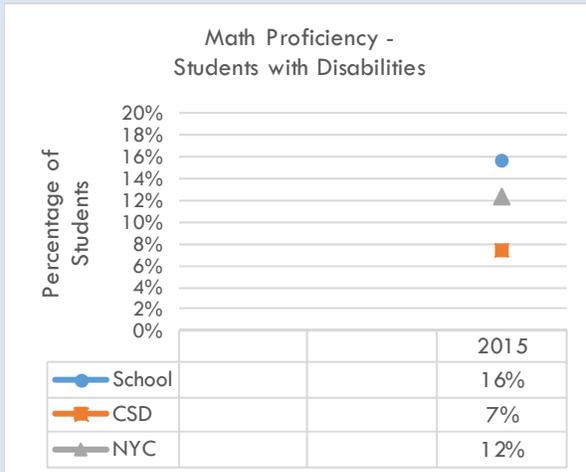
[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

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 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.

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### FAMILY INVOLVEMENT

RSCS considers parents to be part of the school's fabric, not just visitors to the building. Families are interwoven into all aspects of the school. They volunteer in classrooms, raise funds, beautify school facilities, and organize high school and college tours.

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### STRONG CULTURAL AND COMMUNITY RELATIONSHIPS

RSCS represents an oasis in the St. Albans community. The school instills a sense of belonging as shown by the families and community members present every day, including evenings and weekends. The school invites the community into the school by offering various classes: teaching adults how to help children with reading and math, and challenging physical fitness classes (i.e., Zumba).

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### SOLID STUDENTS VALUES AND SOCIAL RESPONSIBILITY

RSCS is committed to educating the whole child. The school keeps a strong focus on academic achievement, as it also strives to enrich each child's social, emotional, ethical, cognitive, linguistic, and physical well-being.

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### GOVERNANCE

The Board of Trustees consists of seven members, which is within the minimum number of five and maximum number of 15. The Board has not identified committees in submitted documents or Board related postings to its website. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is, however, scheduled to meet 12 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 8, 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 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	Student Discipline Compliance Checklist and ACR Data Collection Form were submitted late.
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 <sup>7</sup>	Compliant	

<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.

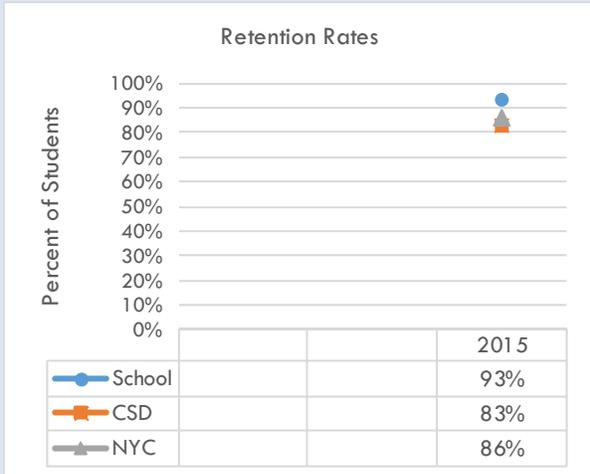
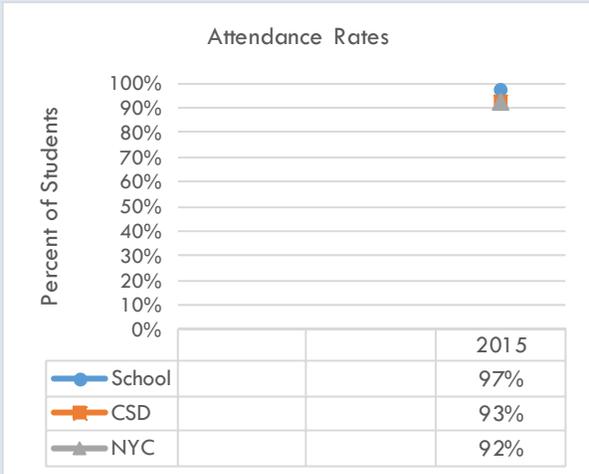
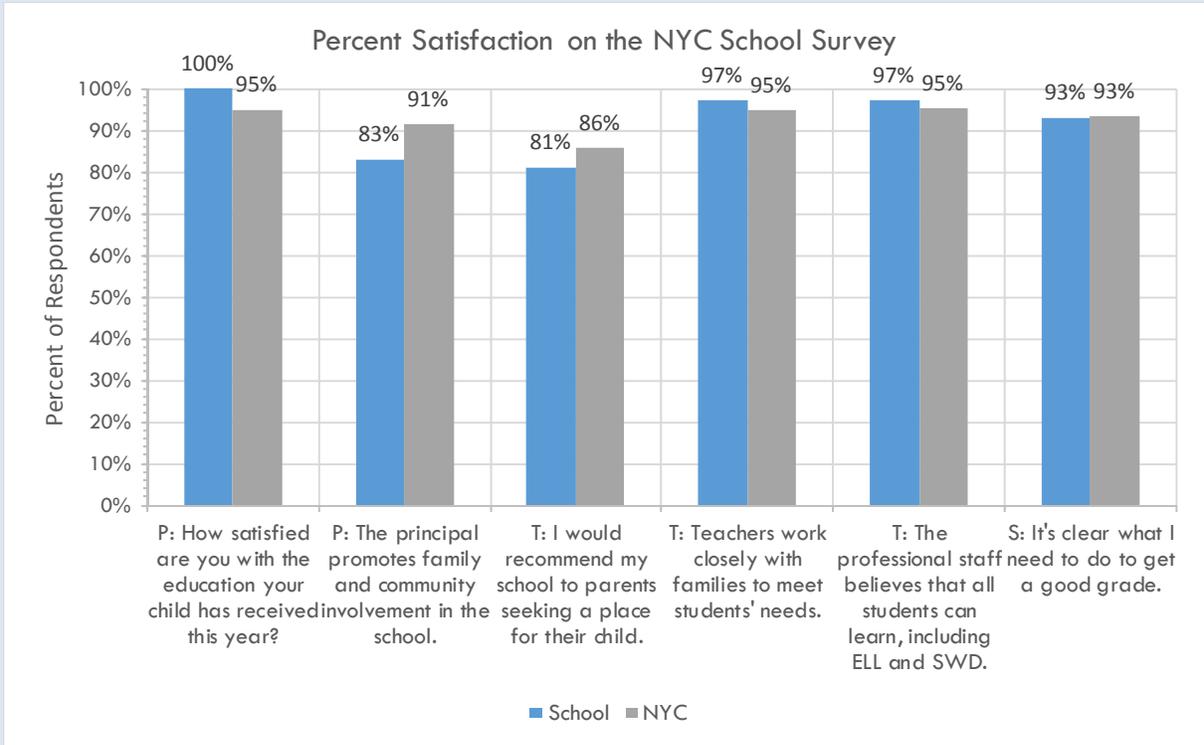
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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

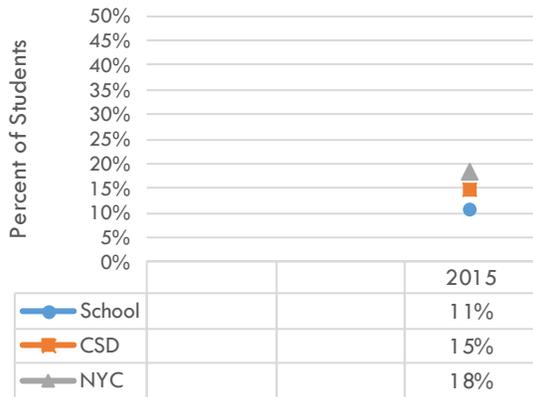
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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Compliant	One staff member was not fingerprinted before their start date
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

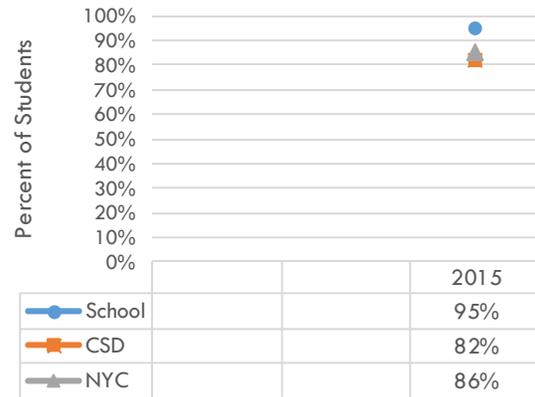
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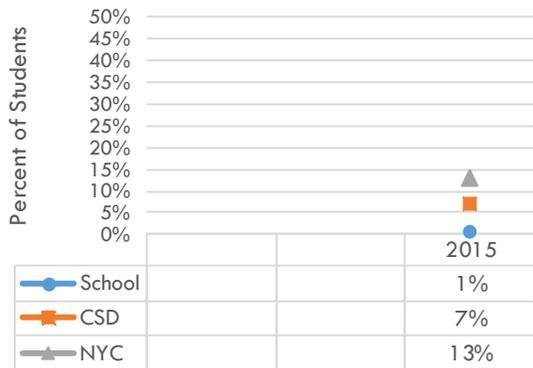
Enrollment Rates - Students with Disabilities



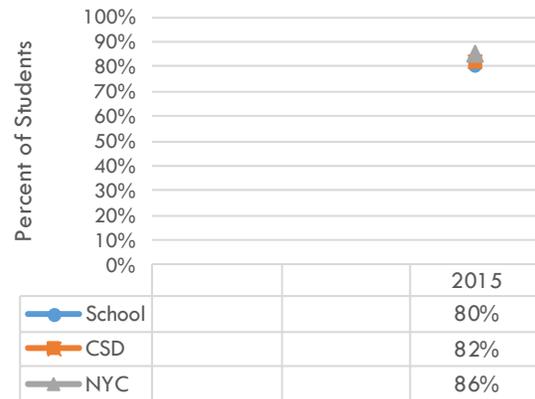
Retention Rates - Students with Disabilities



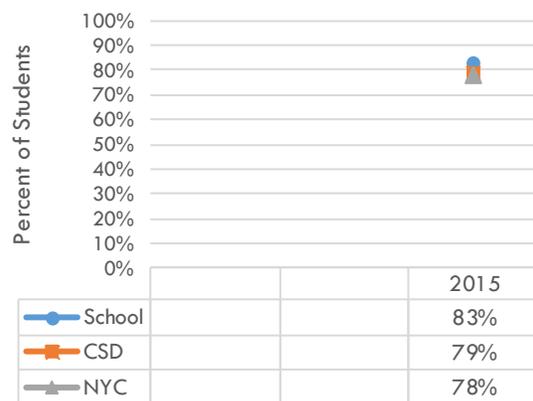
Enrollment Rates - English Language Learners



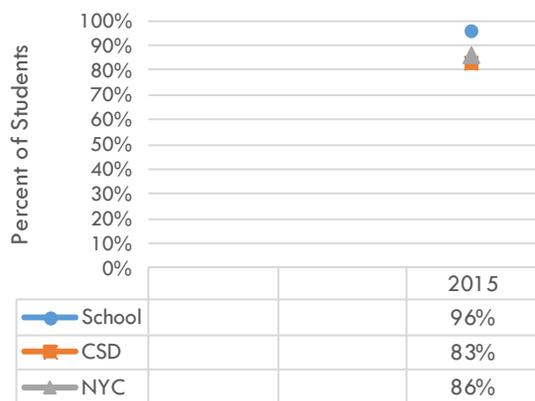
Retention Rates - English Language Learners



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 Riverton Street 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 D. These goals relate to short- and long-term financial viability.

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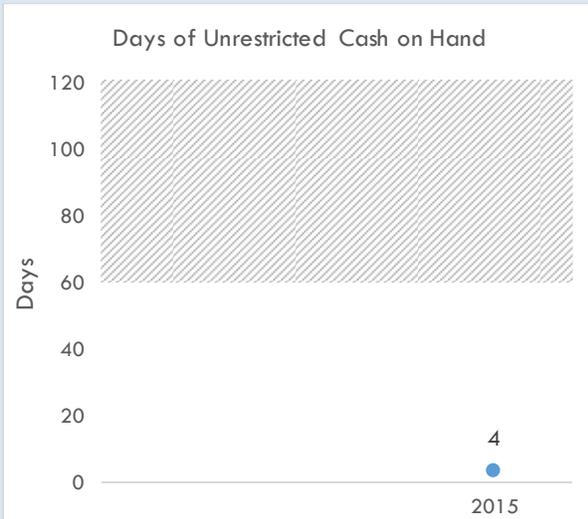
#### SCHOOL FINANCES

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

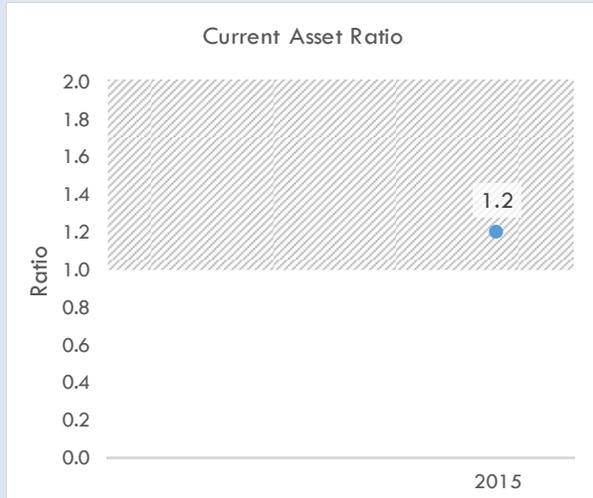
The school has an agreement with National Heritage Academies (NHA), a Charter Management Organization, which provides the following services: curriculum development, educational best practices, human resources, teacher training and development, and financial management. NHA manages the full school budget with Board oversight and takes its fee for these services from the budget surplus.

The school has \$75,112.15 in escrow, meeting the \$70,000 requirement.

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



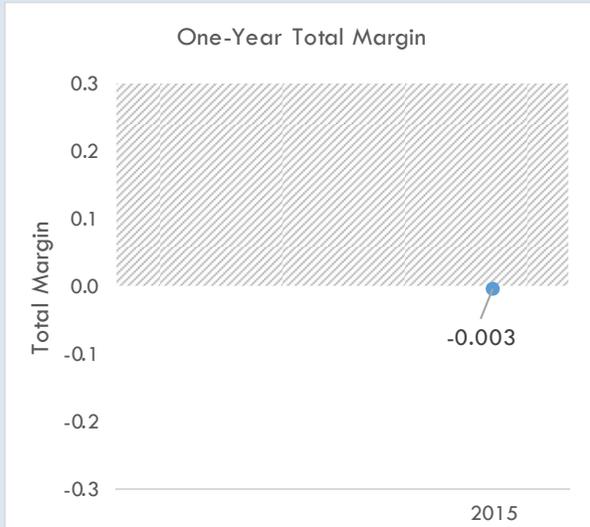
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



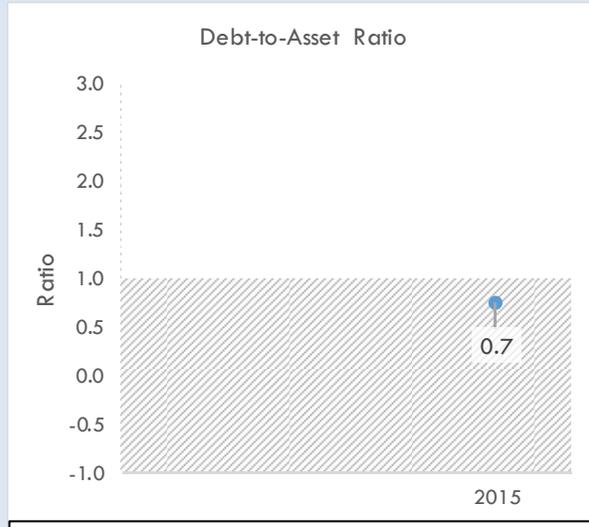
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<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 5.

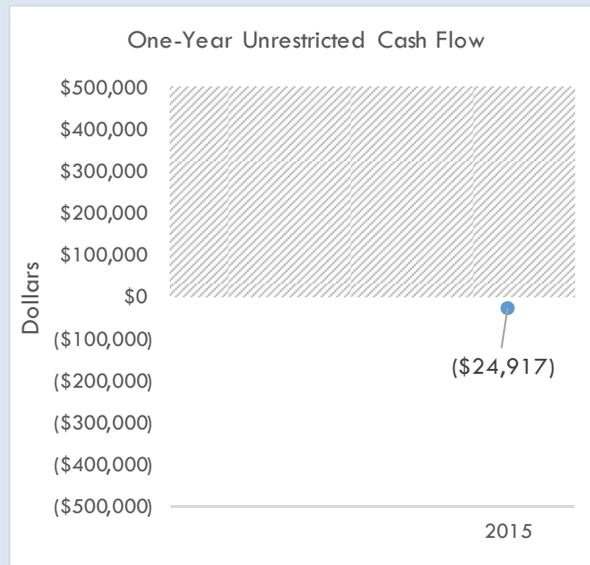
LONG-TERM FINANCIAL SUSTAINABILITY



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.

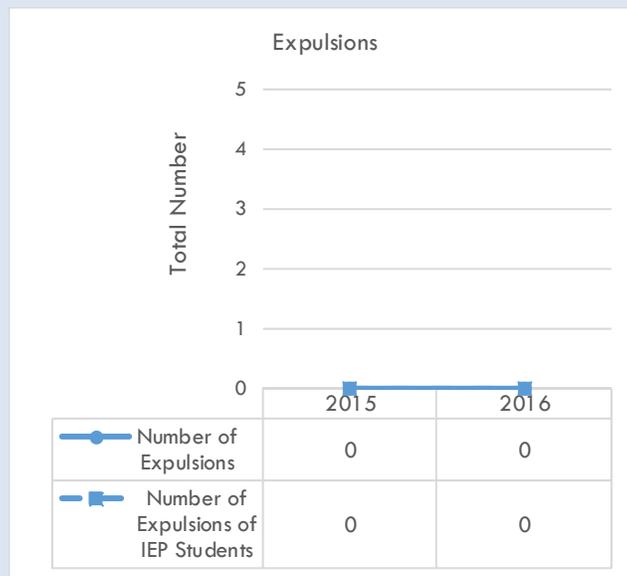
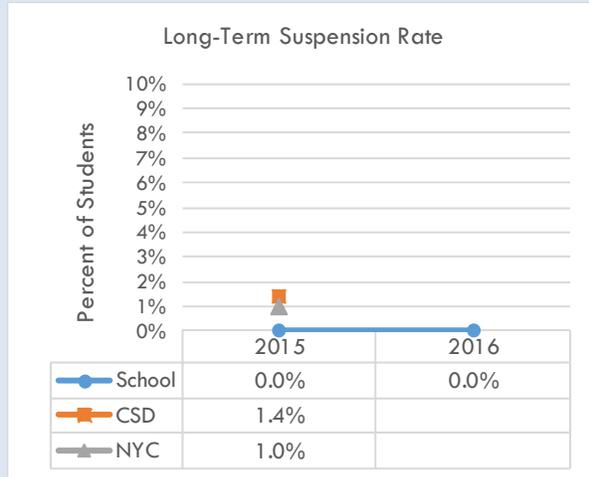
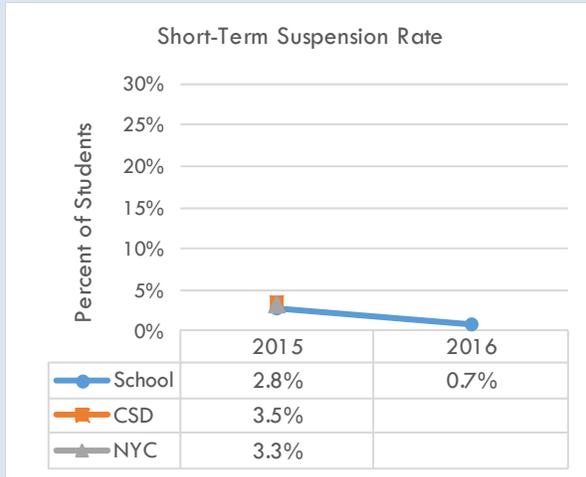
## APPENDIX A: SCHOOL OVERVIEW

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 K: 5 sections of K; Grade 1 – Grade 4: 4 sections per each grade; Grade 5 – Grade 6: 3 sections per each grade; Grade 7 – Grade 8: 2 sections per each 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 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>Riverton Street Charter School</b>			
Grade 3	44%	37%	54%
Grade 4	35%	44%	26%
Grade 5	28%	26%	33%
Grade 6		26%	27%
Grade 7			24%
Grade 8			
<b>DIFFERENCE FROM CSD</b>			
Grade 3	15%	10%	24%
Grade 4	8%	14%	-5%
Grade 5	3%	-1%	3%
Grade 6		10%	6%
Grade 7			8%
Grade 8			

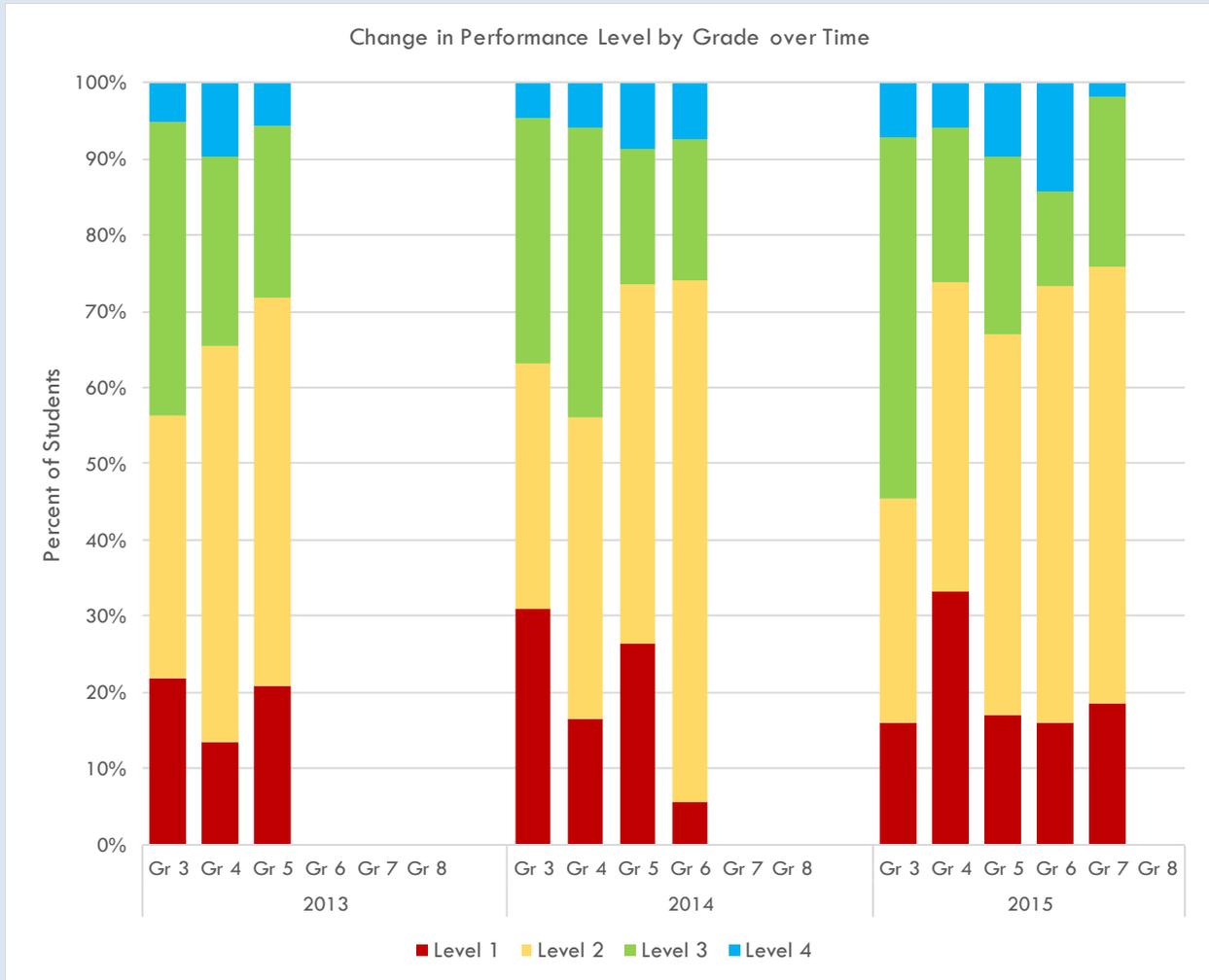
### GRADE-LEVEL PROFICIENCY IN MATH

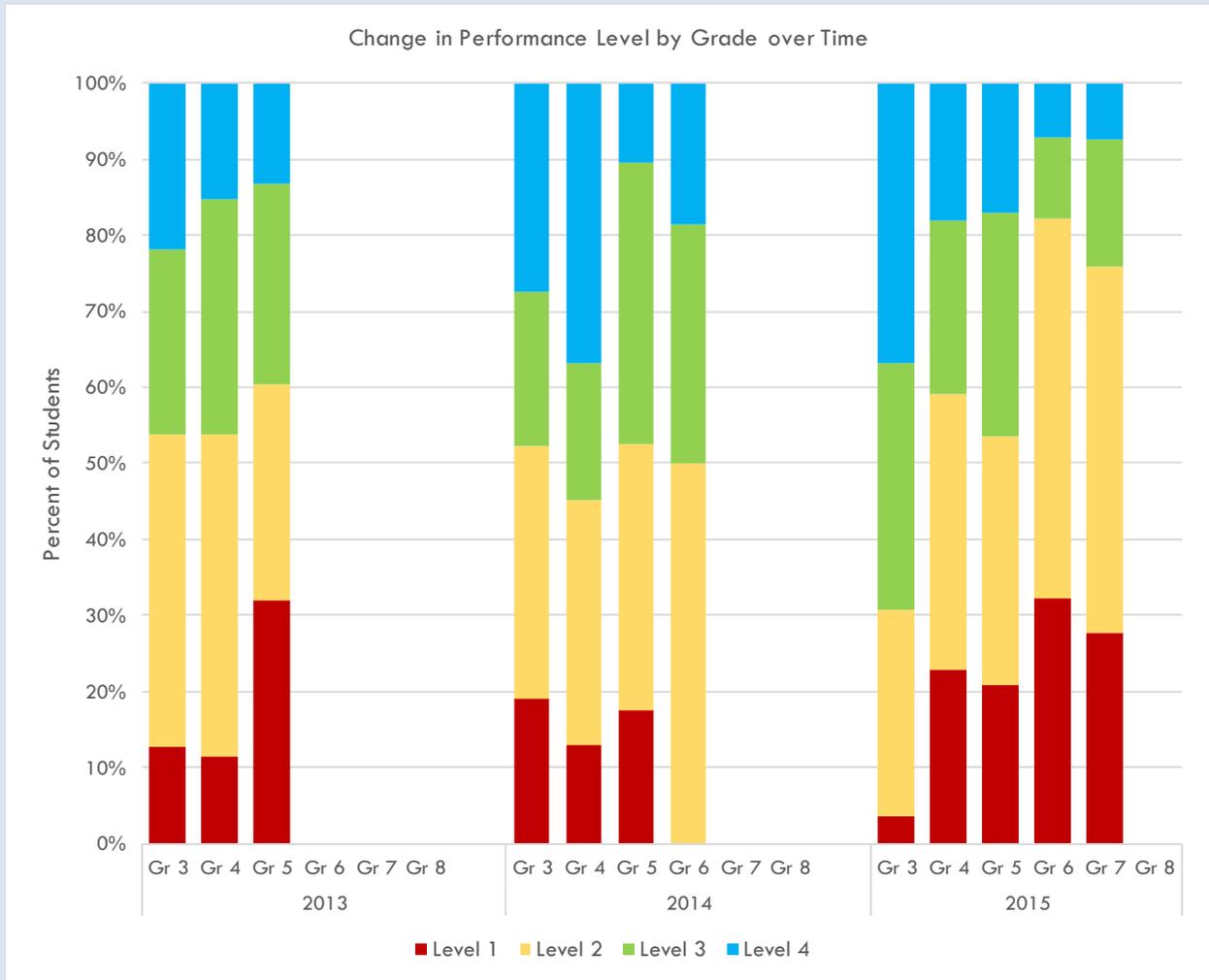
	2012-2013	2013-2014	2014-2015
<b>Riverton Street Charter School</b>			
Grade 3	46%	48%	69%
Grade 4	46%	55%	41%
Grade 5	40%	47%	46%
Grade 6		50%	18%
Grade 7			24%
Grade 8			
<b>DIFFERENCE FROM CSD</b>			
Grade 3	19%	16%	37%
Grade 4	18%	21%	9%
Grade 5	19%	14%	13%
Grade 6		30%	-2%
Grade 7			7%
Grade 8			

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

- Academic Goals:<sup>11</sup>
  - 6 of 9 applicable academic charter goals in its most recent year
- Operational Goals:
  - 4 of 5 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	75% of RSCS's 3rd through 8th graders who have been enrolled at RSCS on the Basic Educational Data System (BEDS) day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math examinations.	<p>Not Met.</p> <p>In 2014-15, Riverton Street did not meet its goal in either English Language Arts or math.</p> <p>In ELA 36% of Riverton students scored proficient, while in math 46% scored proficient.</p> <p>Subject Grade # Tested % &gt; Level 3 ELA 3 111 55% ELA 4 79 28% ELA 5 74 31% ELA 6 54 26% ELA 7 50 26% ELA Total 368 36%</p> <p>Subject Grade # Tested % &gt; Level 3 Math 3 110 69% Math 4 78 41% Math 5 74 49% Math 6 54 19% Math 7 50 26% Math Total 366 46%</p>

<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.

Grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) 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% at or above Level 3 on the current year's State ELA and Math exams. If the number of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's ELA and Math exams, RSCS will demonstrate growth (above 75%) in the current year.

Not Met.  
 In 2014-15 Riverton Street did not meet this measure in English Language Arts or math. With the increased rigor in the new Common Core based tests, scores dropped statewide, making this a very difficult measure to meet.  
 Percent of Students Scoring at or above Level 3 in English Language Arts  
 2014-15 Grade 2013-14  
 Target 2014-15 Met?  
 4 37% 56% 28% Not Met  
 5 49% 62% 31% Not Met  
 6 26% 51% 26% Not Met  
 7 28% 53% 26% Not Met Total 36% 56% 28% Not Met  
 Students Scoring at or above Level 3 in math  
 2014-15 Grade 2013-14  
 Target 2014-15 Met?  
 4 49% 63% 41% Not Met  
 5 58% 66% 41% Not Met  
 6 50% 63% 19% Not Met  
 7 52% 64% 26% Not Met Total 52% 64% 36% Not Met

Each year, the percent of students who are enrolled in RSCS on the date of the test administration who were also enrolled in RSCS on BEDS day of the prior school year and performing at or above Level 3 on the ELA and Math exams in each tested grade will be greater than that of CSD 29.

Met.  
 In 2014-15 Riverton Street met this measure by exceeding the Community School District by 9 percentage points in English Language Arts and 19 percentage points in math. The school outperformed the local Community School District in every subject and grade level except two.  
 Percent of Students Scoring at or above Level 3 in English Language Arts Grade Riverton CSD #29  
 Difference  
 3 55% 30% 25%  
 4 28% 32% -4%  
 5 31% 30% 1%  
 6 26% 20% 6%  
 7 26% 22% 4% Total 36% 27% 9%  
 Percent of Students Scoring at or above Level 3 in math

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Grade Riverton CSD #29

Difference

3 69% 33% 36%

4 41% 32% 9%

5 49% 34% 15%

6 19% 20% -1%

7 26% 17% 9%

Total 46% 27% 19%

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From the first year that RSCS 4th grade students will be assessed, 2011-2012 and each subsequent year thereafter, 75% of 4th and 8th graders who have been enrolled at RSCS on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.

Met.

In 2014-15 Riverton Street met this measure with 91% of students in grade 4 who have been enrolled on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State science examination.

Subject Grade # Tested % Passing  
Science 4 77 91% Science Total 77 91%

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Each year, the percent of students who are enrolled in RSCS on the date of the test administration who were also enrolled in RSCS on BEDS day of the prior school year and performing at or above Level 3 on the Science exam in each tested grade will be greater than that of CSD 29

TBD.

Public results for 2014-15 science results are not yet released. In 2013-14 98% of 4th grade students at Riverton Street scored at or above Level 3 on the science exam, compared to 81% at CSD #29.

2013-14 Percent of Students Scoring at or above Level 3 in science Grade Riverton CSD #29

Difference

4 98% 81% 17% Total 98% 81% 17%

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Under the State's No Child Left Behind accountability system, RSCS's Accountability Status will be in "Good Standing" each year.

Met.

Riverton Street was not identified as a focus or priority charter school under the NCLB waiver.

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Each year, more than 50% of students in grades K-8 who have been enrolled at RSCS on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the Spring administration of the Northwest Evaluation Association (NWEA) reading and mathematics assessment.

Reading: Met

Math: Met

In 2014-15, Riverton Street met this measure with 68% and 69% of students performing above the 50th percentile nationally on the spring administration on the math and reading NWEA assessments respectively.

Percent of Students Scoring above the 50th Percentile Nationally on the NWEA MAP Assessment Subject Above Below # Students  
Math 68% 32% 578

Reading 69% 31% 576

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	<p>The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The school will be above average (&gt;50%) for students making typical growth (combination of reading, math, and language usage).</p>	<p>Met. Riverton Street met or exceeded 50 percent of students making typical growth. Riverton Street exceeded this goal with 59 percent of students achieving typical growth. Percent of Students Making Typical Growth, Grades K-7 Math Reading Total 61% 58% 59%</p>
	<p>The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The median percentile for students in the spring of their 3rd year will be <math>\geq 50</math> (combination of reading, math, and language usage) by the spring of their 3rd year</p>	<p>Met. Riverton Street exceeded this goal with the median percentile for students in their 3rd year above the 50th percentile in math and reading. Median Percentile for Students in the spring of their third year, Grades K-5 Math Reading Total 63rd 66th 65th</p>
	<p>The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories (70%) by the 3rd year, e.g. grade 2 reading is one category, grade 3 reading is another category, etc. Typical numbers of categories by the 3rd year would be 24.</p>	<p>Not Met. This measure was not met by Riverton Street Charter School. In the subject areas of math and reading, Riverton Street students met or exceeded the average growth of comparable students in 11 of the 16 possible categories. Student Rate of Growth, Compared to National Average of 100% Grade Math Reading K 180% 171% 1 107% 109% 2 75% 97% 3 100% 100% 4 133% 60% 5 138% 100% 6 58% 100% 7 100% 33% Total 118% 113%</p>
Operational Goals	<p>Each year, the school will have an average daily student attendance rate of at least 95 percent.</p>	<p>Met. Riverton Street had an average daily attendance rate of 97.3 percent.</p>

	Each year, 90 percent of all students enrolled on the last day of the school year will return the following September.	Met. The percentage of students re-enrolled at the school is 95.92%.
	Each year, RSCS will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Met. Riverton Street is in full compliance with its charter and all applicable laws.
	Each year, the Board of Trustees will perform a self- evaluation to ensure that the bylaws and Code of Ethics are being followed.	Met.
	Each year, parents will express satisfaction with the RSCS 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.	N/A NYCDOE No longer measures satisfaction in this manner.
	Each year, teachers will express satisfaction with RSCS 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.	N/A NYCDOE No longer measures satisfaction in this manner.
	After the 2010-11 school year, staff retention will be 70% or higher.	Not Met. The percentage of staff retained at the school is 61%.
Financial Goals	Each year, student enrollment will be within 15 percent of full enrollment as defined in the school's contract.	Met. Riverton Street Charter School was 100 percent enrolled on count day.
	Upon completion of RSCS' first year of operation and every year thereafter, the school will undergo an independent	Met.

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financial audit that will result in an unqualified opinion and no major findings.

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Each year, the school will operate on a balanced budget and maintain a stable cash flow.

Met.  
The Board approved a balanced, revised budget at the 2014-15 annual meeting.

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## 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

In order to make progress toward RSCS's ELL enrollment targets, the school has implemented the following strategies (and will continue to do so in the coming school year):

- Advertisements and notifications were placed in the following publications: *Haiti Observateur*, *Weekly Bangladesh* and *El Correo de Queens*. In these publications, it was specifically mentioned that the school provides services to students for whom English is their second language.
- Fliers were distributed in English, Arabic, Bengali, Haitian Creole, Urdu, French, and Spanish to families throughout the community including daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meeting.
- RSCS hosted an Enrollment Information Meeting for all parents interested in the school and provided student applications available in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, French, Italian, Korean, Polish, Russian, Spanish, and Urdu. At the enrollment meetings, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. RSCS provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, these children completed a "Home Language Questionnaire", with information from the survey ensuring that each child for who English is a second language was provided the services he/she needed to succeed in school.
- Hosted Enrollment Information Meeting specifically for English Language Learners
- Marketing materials that describe general school information and ELL and Special Education programs available in English and Spanish, and other languages as requested.

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### STUDENTS WITH DISABILITIES (SWD)

Because RSCS is exceeding its FRL and SWD enrollment targets, its recruitment efforts are focused mainly on attracting ELL students. However, the school remains committed to recruiting students with special learning needs and with disabilities and students who qualify for free and reduced price lunch.

- Brochures, which describe the school's special education programming, are distributed throughout the community. In order to reach the families of special needs students, RSCS utilizes many of the networks that already exist in the community.
- RSCS's Strategic Marketing Coordinator will continue to build relationships with support organizations to gain familiarity with the services they provide (so that RSCS might recommend their support services to the families of accepted or interested students) and to familiarize these organizations with the school and its special education program (so that they may recommend RSCS

to the families they serve). RSCS recognizes that most families hear about the school by word-of-mouth and believes that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, the school will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

- All special needs students (FRL, ELL, and SWD) are made aware of RSCS's programs through open meetings during the year. The school's parent meetings clearly identify that RSCS offers a free and appropriate education (FAPE) to all its students in the Least Restrictive Environment.
- Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has made materials and applications to RSCS available for distribution to interested parents.
- RSCS invites parents to meet with the school's Special Education Team and the CSE to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

RSCS continuously monitors the efficacy of its recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through its robust data warehouse, the school collects detailed information on trends in at-risk student populations, reports to the Board on enrollment trends, and adjusts the marketing strategy, as needed, to ensure that parents of at-risk children know that RSCS is dedicated to serving their children's needs.

## 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).