



Office of School Design and Charter Partnerships
2014-2015

EQUALITY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Equality Charter School	
Authorized Grades	Grades 6-12
Authorized Enrollment	546
School Opened For Instruction	2009-2010
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (4.5 years)

School Information for the 2014-2015 School Year

Equality Charter School	
Board Chair(s)	Ed Hubbard
School Leader(s)	Amanda Huza (MS), Favrol Philemy (HS), Caitlin Franco (Executive Director and Founder)
District(s) of Location	NYC Community School Districts 11 (Grades 6-8) and 8 (Grade 9)
Borough(s) of Location	Bronx
Physical Address(es)	4140 Hutchinson River Parkway East, Bronx, NY 10475 (Grades 6-8)
	2141 Seward Avenue, Bronx, NY 10473 (Grade 9)
Facility Owner(s)	DOE & Private
School Type	Middle/High School
Grades Served 2014-2015	Grades 6-9
Enrollment in 2014-2015*	355
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014.

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 6-8
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 9
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	675
Number of Students Accepted via the Charter Lottery	90
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Rigorous Standards-Based Curriculum	The school uses a Common Core Learning Standards aligned curriculum with a focus on teaching for depth, not breadth.
Full Inclusion Model	All students are educated in full inclusion classrooms with equal access to high education for all.
Career Focus	The school focuses students on learning about different careers at a young age to connect with careers first, then to see college as a mechanism with which to attain their dream careers.
Nurturing School Environment	The school implements a nurturing and supportive school environment that values social development alongside academic achievement.
Growth Mindset	The school values and acknowledges growth - for scholars and staff - above everything else.
Parents as Partners	The school works with families to create the best school environment possible.
Proactive and Positive Behavioral Model	The school proactively teaches behavioral expectations.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Grade 6	89	3
Grade 7	90	3
Grade 8	89	3
Grade 9	87	4
Grade 10	-	-
Grade 11	-	-
Grade 12	-	-
Total Enrollment	355	13

* Enrollment data as of October 1, 2014.

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

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 absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Equality Charter School	9.1%	14.1%
CSD 11	16.1%	17.5%
Difference from CSD 11 *	-7.0	-3.4
NYC	24.8%	27.0%
Difference from NYC *	-15.7	-12.9
New York State **	31.1%	30.6%
Difference from New York State	-22.0	-16.5
% Proficient in Mathematics		
	2012-2013	2013-2014
Equality Charter School	16.2%	32.5%
CSD 11	16.8%	18.5%
Difference from CSD 11 *	-0.6	14.0
NYC	26.5%	28.9%
Difference from NYC *	-10.3	3.6
New York State **	31.1%	36.2%
Difference from New York State	-14.9	-3.7

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Equality Charter School - All Students	60.0%	67.0%
Peer Percent of Range - All Students	33.7%	67.0%
City Percent of Range- All Students	34.5%	62.9%
Equality Charter School - School's Lowest Third	86.0%	78.0%
Peer Percent of Range - School's Lowest Third	70.2%	54.7%
City Percent of Range - School's Lowest Third	74.1%	54.6%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Equality Charter School - All Students	74.0%	74.0%
Peer Percent of Range - All Students	70.9%	77.9%
City Percent of Range- All Students	81.0%	82.4%
Equality Charter School - School's Lowest Third	83.0%	87.0%
Peer Percent of Range - School's Lowest Third	68.0%	88.5%
City Percent of Range - School's Lowest Third	76.1%	92.6%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	89.4%	46.8%
English Language Learner Students	53.8%	36.4%
Students in the Lowest Third Citywide	51.0%	53.9%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	66.7%	66.0%
English Language Learner Students	61.5%	58.3%
Students in the Lowest Third Citywide	65.7%	61.8%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Equality Charter School enrolled its first class of ninth grade students beginning in the 2014-2015 school year; this cohort of students is expected to graduate at the conclusion of the 2017-2018 school year. As a result, high school performance data is not yet available, including data on high school graduation rates, Regents pass rates, and closing the achievement gap data for the school's high school grades.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals		
Charter Goals		2013-2014
1.	Each year, the school will earn a score of B or better in the "Performance" section of the NYC DOE Progress Report.	N/A
2.	Each year, the school will show progress towards achieving 75% of sixth through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS ELA Exam.	Met
3.	Each year, the school will show progress towards achieving 75% of sixth through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Math Exam.	Met
4.	Each year, the school will show progress towards achieving 75% of eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Science Exam.	Not Met
5.	Each year, the school will earn a score of B or better in the "Progress" section of the NYC DOE Progress Report.	N/A
6.	Each year, grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS ELA Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	Not Met
7.	Each year, grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS Math Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	Not Met
8.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Not Met
9.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Met
10.	Each year, the school will have an average daily scholar attendance of at least 95%. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1 of each year.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- At Equality Charter School, the middle school focused on Global Literacy Strategies (specifically close reading and infusion of non-fiction texts) as a Common Core Learning Standard (CCLS) curricular support in all content area literacy classes. The middle school has adopted the Expeditionary Learning CCLS-aligned curriculum as of October 2013 in all ELA classes. Currently, the high school uses Expeditionary Learning as a baseline for its ELA curriculum.

Interim Assessments

- The high school staff uses data trackers to measure progress toward the Common Core Learning Standards and creates interim assessments by selecting Regents questions and administering them to students via Google Forms, while the middle school uses Achievement Network (ANET) results for both math and ELA interim assessments. This data has allowed the school to see particular standards and skills in need of emphasis (collecting relevant evidence, conceptual understanding in Math, etc.), as well as approaches in need of adjustment (mainly co-teaching and differentiation).

Approach to Data-Driven Instruction

- Equality Charter School's approach to data-driven instruction is twofold: (1) the school uses the larger scale data from state and interim assessments to guide the major area of focus and Professional Learning Community work, and (2) the school uses classroom-based assessments and data trackers to inform daily and weekly lesson planning based on what students know and can do. Coaches follow up with teachers via large group professional development meetings and in one-on-one coaching meetings.

Philosophy on Special Education and English Language Learner Service Provision

- Equality Charter School offers targeted strategies for students with disabilities and for English Language Learners. The school has implemented a full inclusion model, with two teachers in every classroom at the middle school level. In the high school, Equality Charter School has two teachers in every class where students with disabilities are enrolled. All students with disabilities and English Language Learners also receive small group and differentiated instruction regularly, based on individual needs.

Professional Development Opportunities

- Equality Charter School offers professional development at both sites to enhance scholar learning.
 - The Middle and High School work in Professional Learning Communities (PLCs) to look together at student work and choose a common area of focus, such as student use of evidence, developing a claim, reasoning, etc.
 - Teachers receive weekly professional development on Tuesdays from 1:30-3:00pm (high school) or 1:30-4:00pm (middle school). The topics range from PLC work to data-driven instruction, close reading strategies, etc.
 - Teachers receive weekly lesson plan feedback from their coaches or administrators, as well as weekly walkthrough feedback on their classroom lessons.
 - Equality Charter School teachers receive informal observation feedback at least twice per semester and formal observation feedback once per semester.
 - In addition to two weeks of Summer Professional Development (PD) before the school year begins, teachers also receive school-wide vertical alignment and other relevant PD during in-service days. Additionally, teachers are also involved in academic book clubs as part of their professional development.

Teacher Evaluation

- Teachers are evaluated based on two formal observations, which are aligned to the Danielson Framework. Additionally, informal observations are aligned to and based on the Danielson

³ Self-reported information from school-submitted ACR self-evaluation form on April 29, 2015.

Framework and use that rubric to assess progress toward effectiveness. Teachers are supported via coaches and/or administrators, and professional development is differentiated based around goals that they set together in their Professional Development Support Plan (PDSP). Teachers are asked to lead or offer professional development based on their strengths and are given targeted support around their areas of growth.

Differentiated Instruction

- Equality Charter School differentiates instruction based on:
 - Interim data results;
 - Classroom data (assessments, use of data trackers, etc.);
 - Through different models of teaching via the two teachers (middle school) and the Special Education teachers (high school);
 - Through station teaching and other small groupings (both heterogeneous and homogeneous based on student needs); and
 - Through student choice in projects and assignments.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The middle and high school launched Project Based Learning as a means for students to demonstrate the skills and standards they are mastering.

Learning Environment

- Equality Charter School strives to sets high academic and behavioral expectations for all. The school staff strives, at both campuses, to embody the school's values as well as to teach students about them - inviting and instilling maturity, integrity, effort, achievement, growth, professionalism. Equality Charter School holds assemblies to honor academic excellence and celebrates students who 'do the right thing.'
- The school's environment is supportive and conducive to developing critical thinking and complex communication skills. Equality Charter School promotes deep level questioning in teachers, student-centered learning experiences through Project Based Learning and data tracking, and offers students opportunities to dialogue with one another, with the professionals who evaluate their projects, with teachers, etc. Whenever and however possible, the school strives to deepen learning experiences through the questions asked to the students and through the experiences in which they engage.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Executive Director	Caitlin Franco	6
2. High School Principal	Favrol Philemy	6
3. Middle School Principal	Amanda Huza	5
4. CFO	Gabriel Park	4
5. High School Dean	Darren Carter	1
6. Athletic Director	Amanda Farrison	5
7. Instructional Coach	Cara Fitzgerald	1
8. Director of Curriculum	Jen Gowers	2
9. Director of Operations	Tracee Helton	4
10. Instructional Coach	Jocelyn Kelly	1
11. Director of Development	Nichole Martini	3
12. Head of Discipline and Guidance	Errol Olton	6
13. Finance Manager	Patrick Pierre	5
14. Executive Assistant	Marisela Vazquez	3

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Daniel Aks	<i>Academic Accountability</i>	Yes
2. Stanley Buchesky	<i>Academic Accountability, Governance</i>	Yes
3. Evonne Jones	<i>Development</i>	Yes
4. Caitlin Franco	<i>Finance, Development, Governance, Academic Accountability</i>	Yes
5. Ed Hubbard	Chair - <i>Finance, Development, Governance, Academic Accountability</i>	Yes
6. Denise Leonhard	Treasurer - <i>Finance, Development</i>	Yes
7. Ehri Mathurin	<i>Governance</i>	Yes
8. Catherine Toussaint	<i>Academic Accountability</i>	Yes
9. Joshua Weitzman	Secretary - <i>Finance, Academic Accountability</i>	Yes
10. Pete Davis	<i>Governance, Development</i>	Yes
11. Bethlam Forsa	<i>Academic Accountability</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Academic Accountability	Yes	Yes
2. Governance	Yes	Yes
3. Development	Yes	Yes
4. Finance	Yes	Yes

School Climate & Community Engagement

Equality Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	15.7%
Instructional Staff Turnover (School Year 2014-2015)**	5.2%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	3
Does the School have a Parent Organization?	Yes
• If Yes, how many times did it meet?	4
• If Yes, how many parents attended these meetings?	25
Average Daily Attendance Rate (School Year 2013-2014)***	95.1%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Equality Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	82%	68%	62%
	Most students at my school treat each other with respect.	67%	45%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	92%	84%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	98%	95%
	My child's school makes it easy for parents to attend meetings.	96%	95%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	98%	95%
Teachers	Order and discipline are maintained at my school.	92%	83%	80%
	The principal at my school communicates a clear vision for our school.	100%	96%	88%
	School leaders place a high priority on the quality of teaching.	100%	96%	92%
	I would recommend my school to parents.	96%	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Equality Charter School	97%	97%
	NYC	83%	83%
Parents	Equality Charter School	80%	99%
	NYC	54%	53%
Teachers	Equality Charter School	100%	100%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	60 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	1.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	1.14	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.06	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.30	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.16	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	19.24	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$314,825	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$407,129	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	10
Number of Board Members Required per the Bylaws	5
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	3
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	7 / 12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED 2013-2014	Yes
Financial Audit Posted 2013-2014	Yes

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
48	1	2%	28	58.3%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 39 (11%) Out of School Suspensions: 13 (4%)	

Enrollment and Retention Targets⁴

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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 (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁴ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Equality Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a higher/lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher/lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Equality Charter School retained:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Equality Charter School	89.7%	89.0%
	Effective Target*	84.5%	85.2%
	Difference from Effective Target	+5.2	+3.8
Students with Disabilities (SWD)	Equality Charter School	23.5%	26.2%
	Effective Target*	15.3%	18.0%
	Difference from Effective Target	+8.2	+8.2
English Language Learners (ELL)	Equality Charter School	6.0%	5.6%
	Effective Target*	9.5%	11.1%
	Difference from Effective Target	-3.5	-5.5

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Equality Charter School	83.8%	N/A
	Effective Target*	83.6%	-
	Difference from Effective Target	+0.2	-
Students with Disabilities (SWD)	Equality Charter School	81.8%	N/A
	Effective Target*	75.9%	-
	Difference from Effective Target	+5.9	-
English Language Learners (ELL)	Equality Charter School	85.7%	N/A
	Effective Target*	64.5%	-
	Difference from Effective Target	+21.2	-

* Equality Charter School is located in two Community School Districts. Targets were calculated for each CSD in which the school is located based on total grades served and total enrollment; the figures shown above reflect the lower of the two CSD targets for each special population.

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	6-8	6-9
Enrollment	234	355
CSD(s)	11	11 (Grades 6-8) and 8 (Grade 9)

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- Equality Charter School plans to expand to elementary school over the course of its next charter term.