



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Imagine Me Leadership Charter
School

SCHOOL YEAR 2018-2019

NEW YORK CITY DEPARTMENT OF EDUCATION
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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook-2018-19-final-docx.pdf>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Imagine Me Leadership Charter School	
DBN	84K785
School Leader(s)	Bevon Thompson; Dr. Katherine Corbett
Board Chair(s)	Janice Chen
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	19
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(KAKM) 818 Schenck Avenue, Brooklyn, NY 11207 Grades at Building: K-5 Facility Owner: Private
2018-2019 Enrollment ¹	225
2018-2019 Grades Served	K-5
Current Authorized Enrollment	264
Current Authorized Grade Span	K-5
School Opened For Instruction	2010-2011
School Year of First Renewal	2014-2015
School Year of Second Renewal	2015-2016
Current Charter Term ¹	July 1, 2016 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Imagine Me Leadership Charter School (“Imagine Me”) has satisfied the conditions placed upon it for future renewal. Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term renewal for Imagine Me Leadership Charter School.

Recommendation	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	360

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full application plan is included below. These plans extend through the new charter term.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
K	36	36	36	36	36	36
1	36	36	36	36	36	36
2	36	36	36	36	36	36
3	36	36	36	36	36	36
4	60	36	36	36	36	36
5	60	45	45	45	45	45
6	N/A	45	45	45	45	45
7	N/A		45	45	45	45
8	N/A			45	45	45
TOTAL	264	270	315	360	360	360

Imagine Me Leadership Charter School will implement a preference for Students with Disabilities (SWD) and English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Imagine Me received a three-year, short-term renewal in the 2015-16 academic year with the following conditions:

Current Charter Conditions	Met/Not Met To Date	Notes
1. Maintain at least 85% of authorized enrollment over the course of the charter term.	Met	2016-17: Met 2017-18: Met See Figure 21

The school did not receive any notices during the charter term.

CHARTER SCHOOL BACKGROUND

Imagine Me is an elementary school located in the East New York neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 19. The school is not co-located with any other schools or programs.² The school serves an all-boys population.

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "Imagine Me is an all-boys school that utilizes research based instructional strategies that meet the needs of boys in its professional development program."

CURRENT SCHOOL LEADERSHIP TEAM⁴

School Leader Name	Position	Years at School
1. Katherine Corbett	Executive Director	5
2. Bevon Thompson	Principal	5

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, Imagine Me has demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	●	2016-17: Met 2017-18: Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2016-17: Met 2017-18: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A ⁸	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁸ All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2016-17: Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	○	2016-17: Not Met 2017-18: N/A See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	
NYS Integrated Algebra Regents exam pass rates increase	N/A	
Geometry Regents exam pass rates increase	N/A	
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	
Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History Regents exam pass rates increase	N/A	
Global History Transition Regents exam pass rates increase	N/A	

⁹ NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	N/A	See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	N/A	See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 6

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 9
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹¹	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked "N/A" for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

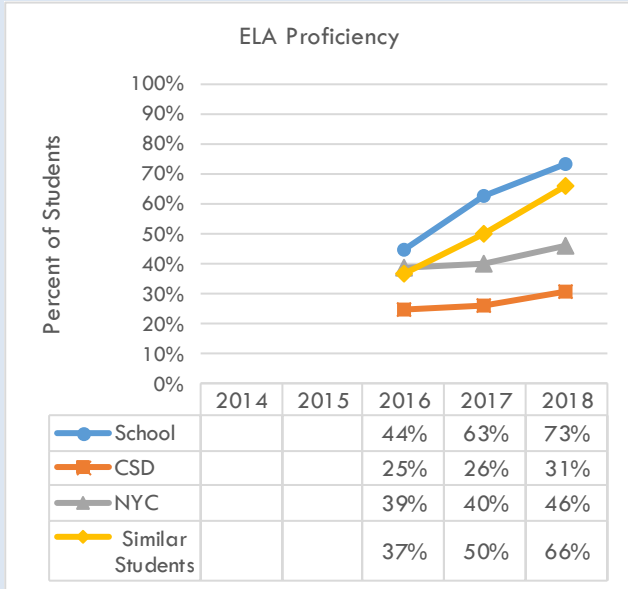


Figure 1

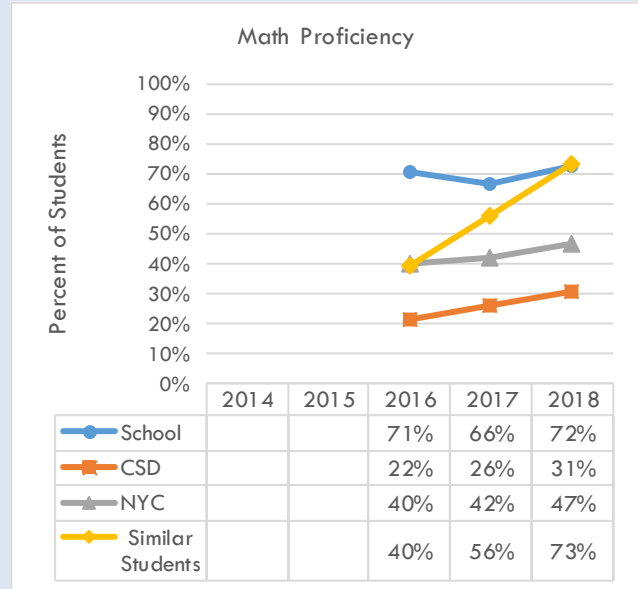


Figure 2

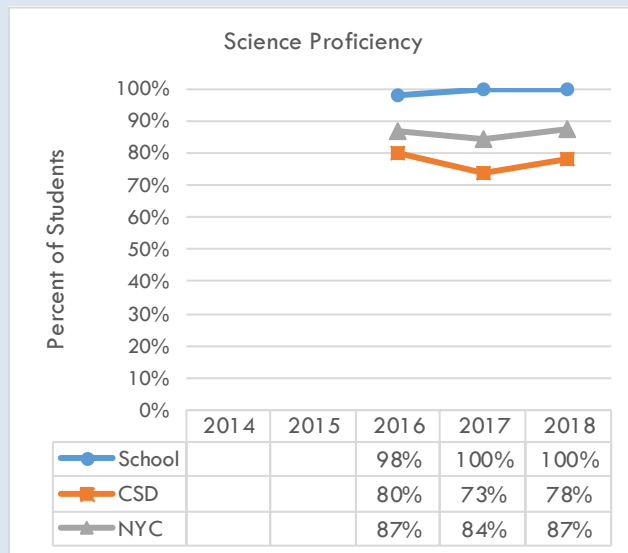


Figure 3

CLOSING THE ACHIEVEMENT GAP

GRADE 3-8 ENGLISH LANGUAGE ARTS^{iii,13}

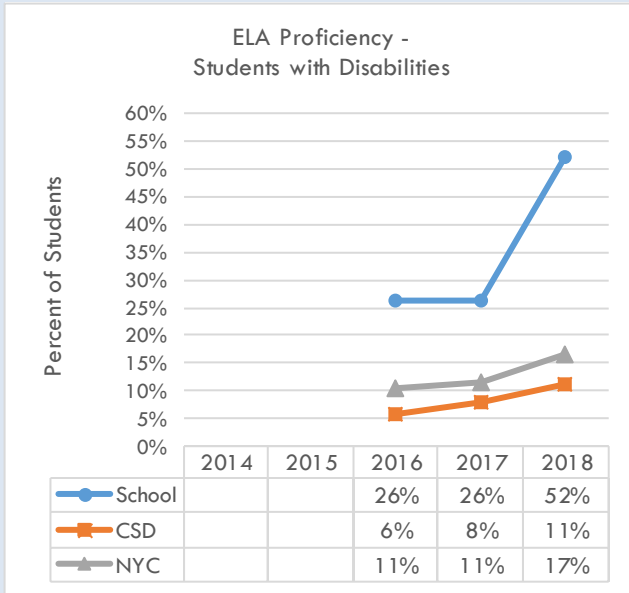


Figure 4

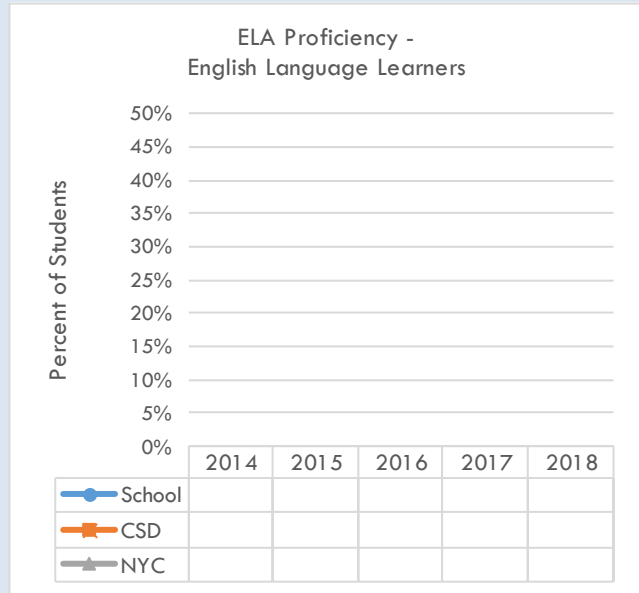


Figure 5

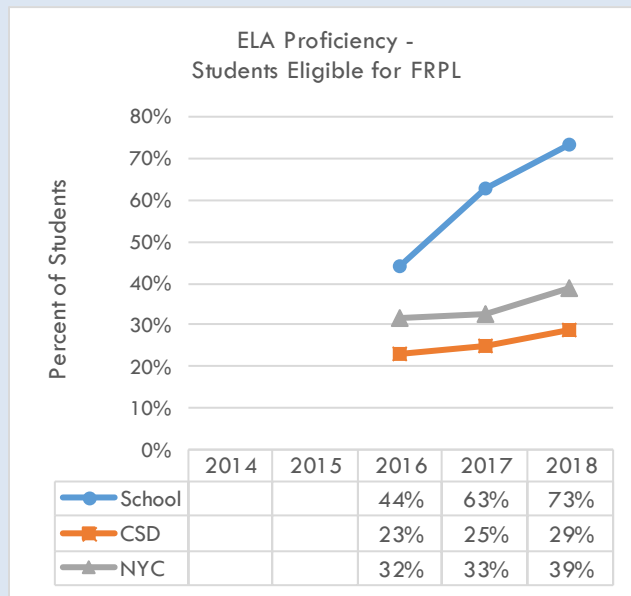


Figure 6

¹³ Note that results in cases when five or fewer students take the exam are not displayed.

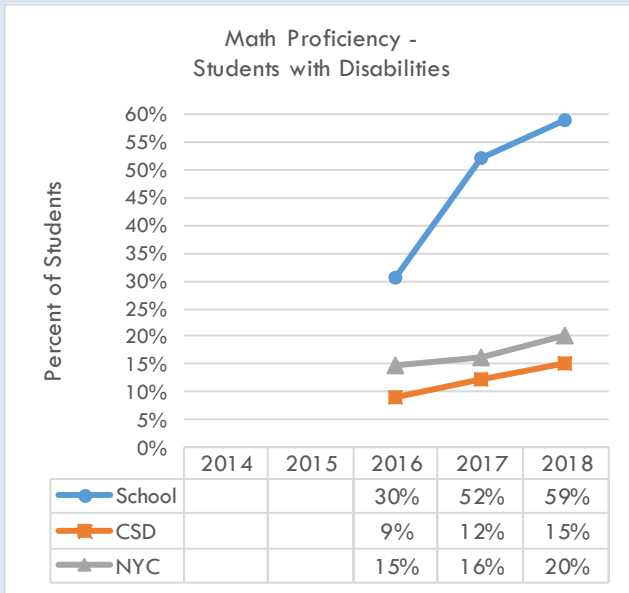


Figure 7

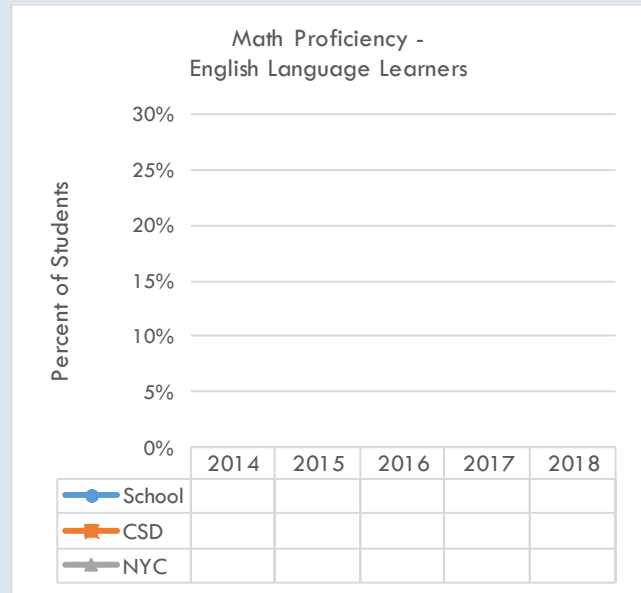


Figure 8

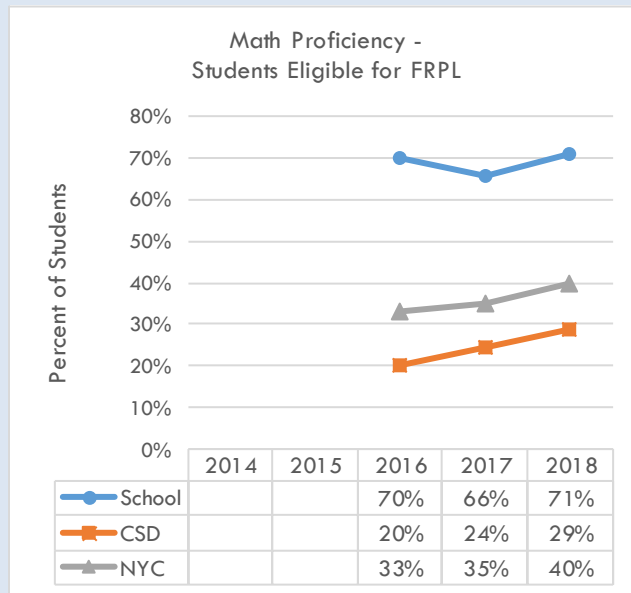


Figure 9

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, Imagine Me has partially demonstrated its effectiveness, including a supportive environment, operational stability, and substantial compliance with applicable laws and regulations.

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

For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁴

Board Member Name	Position	Committee(s)	Years on Board
1. Janice Chen	Chairperson	Executive, Academic Accountability	7
2. LaToya Kittrell	Vice Chairperson	Executive, Academic Accountability	6
3. Ann-Marie Hurt, DPM	Trustee	Finance	6
4. Deirdra Smith	Secretary	Executive, Finance/ Fundraising	2
5. Rev. David K. Brawley	Trustee	Academic Accountability	8
6. David Aviles	Trustee	Academic Accountability	8
7. Yvonne Graham	Trustee	Academic Accountability	1

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

MORE TIME ON TASK

The IMLCS school day is from 8 am until 4 pm. Math and literacy is taught in 90 minute blocks. Eight additional school days are added to the school year. The school opens in August.

MANDATORY ACADEMIC INTERVENTION PROGRAM FOR GRADES K-5

In September, Leaders demonstrating instructional learning gaps or tutorial needs are provide an up to and addition one and a half hours of AIS four days per week.

¹⁴ Board of Trustees as of October 1, 2018.

ADVANCED MATH AND SCIENCE CLASSES

Leaders have the opportunity to take advance science classes which includes taking the New York State Living Environment Regents.

USE OF ON-GOING ASSESSMENTS

The IMLCS academic calendar includes benchmark assessments and mock testing in order to inform teachers of student growth and development.

ON-GOING CURRICULUM-BASED COMPETITIONS

An effective learning tool for boys, IMLCS implements a number of academic competitions such as, math bowls, chess, spelling, oratory, poetry, and science.

COLLABORATIVE PLANNING

Faculty and Staff are provided with time on the regular basis for instructional and non-instructional planning. An annual retreat is held which includes parents, teachers, staff, and Board members for reflection and forward planning.

PARENTS AS PARTNERS

Every fall, Saturday Parent Academy workshops are held to assist parents with providing academic support for their Leaders.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^v

In the 2016-17 school year, 1 or 33% of leadership staff left the school; and 0% of instructional staff left the school. In the 2017-18 school year, 0% of leadership staff left the school; and 1 or 3% of instructional staff left the school.

GOVERNANCE

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 7 to 14 members stated in the bylaws. The 2016-17 calendar listed 12 Board meetings. The Board met 11 times but did not meet the requirement of the Charter Schools Act to meet monthly. Two public meetings were held during the month of March to make up for the November meeting. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 11 out of the 11 meetings that took place in 2016-17.

In 2017-2018, the Board has 8 members; this is within the minimum to maximum range of 7 to 14 members stated in the bylaws. The 2017-18 calendar listed 12 Board meetings; however the Board met 12 times which met the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 12 out of the 12 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 15, 2018. 38 individuals attended the hearing. 18 comments were made in support and 0 were made in opposition to the proposed charter renewal. Comments in support focused on how their sons and grandsons were excelling academically and improving in their leadership skills. Some spoke of their sons having special needs and still excelling academically.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁵	Details
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2016-17: Met 2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁶	●	2016-17: Met 2017-18: Met See Figure 10
Student attendance rate meets or exceeds CSD average	●	2016-17: Met 2017-18: Met See Figure 11
Student attendance rate meets or exceeds Citywide average	●	2016-17: Met 2017-18: Met See Figure 11
Improved student retention rate over prior year	◐	2016-17: Met 2017-18: Not Met See Figure 12

¹⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁶ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes ¹⁵	Details
Decreased student suspension rate over prior year	○	2016-17: Not Met 2017-18: Not Met See Figure 26 and Figure 27
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	○	2016-17: Not Met The school missed the deadline for 1 reporting requirement. 2017-18: Not Met The school missed the deadline for 1 reporting requirement.
School has documented teacher evaluation procedures	●	2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2016-17: Met 2017-18: Met
Board held the required number of meetings per the charter law	◐	2016-17: Not Met No minutes were available to suggest that there was a board meeting in November 2016 or February 2017. 2017-18: Met
Board meetings consistently meet quorum	●	2016-17: Met 2017-18: Met
Compliance		

Standards	Charter Term Outcomes ¹⁵	Details
School's ELL enrollment meets or exceeds CSD rate	○	2016-17: Not Met 2017-18: Not Met See Figure 15
School's ELL retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 16
School's SWD enrollment meets or exceeds CSD rate	○	2016-17: Not Met 2017-18: Not Met See Figure 13
School's SWD retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 14
School's FRPL enrollment meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 17
School's FRPL retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	○	2016-17: Not Met The school's discipline policy does not include provisions for alternative instruction to students who are subject to disciplinary removals 2017-18: Not Met The school's discipline policy does not include provisions for alternative instruction to students who are subject to disciplinary removals.
School has followed all applicable lottery and enrollment laws and regulations	●	2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2016-17: Met 2017-18: Met

Standards	Charter Term Outcomes¹⁵	Details
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) ¹⁷	●	2016-17: Met 2017-18: Met
School is in compliance with employee fingerprinting requirements	○	2016-17: Not Met Six staff members received fingerprint clearance after their start date. 2017-18: Not Met The school had one staff member start prior to their fingerprint clearance date.
School has an appropriate safety plan	●	2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2016-17: Met 2017-18: Met

¹⁷ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

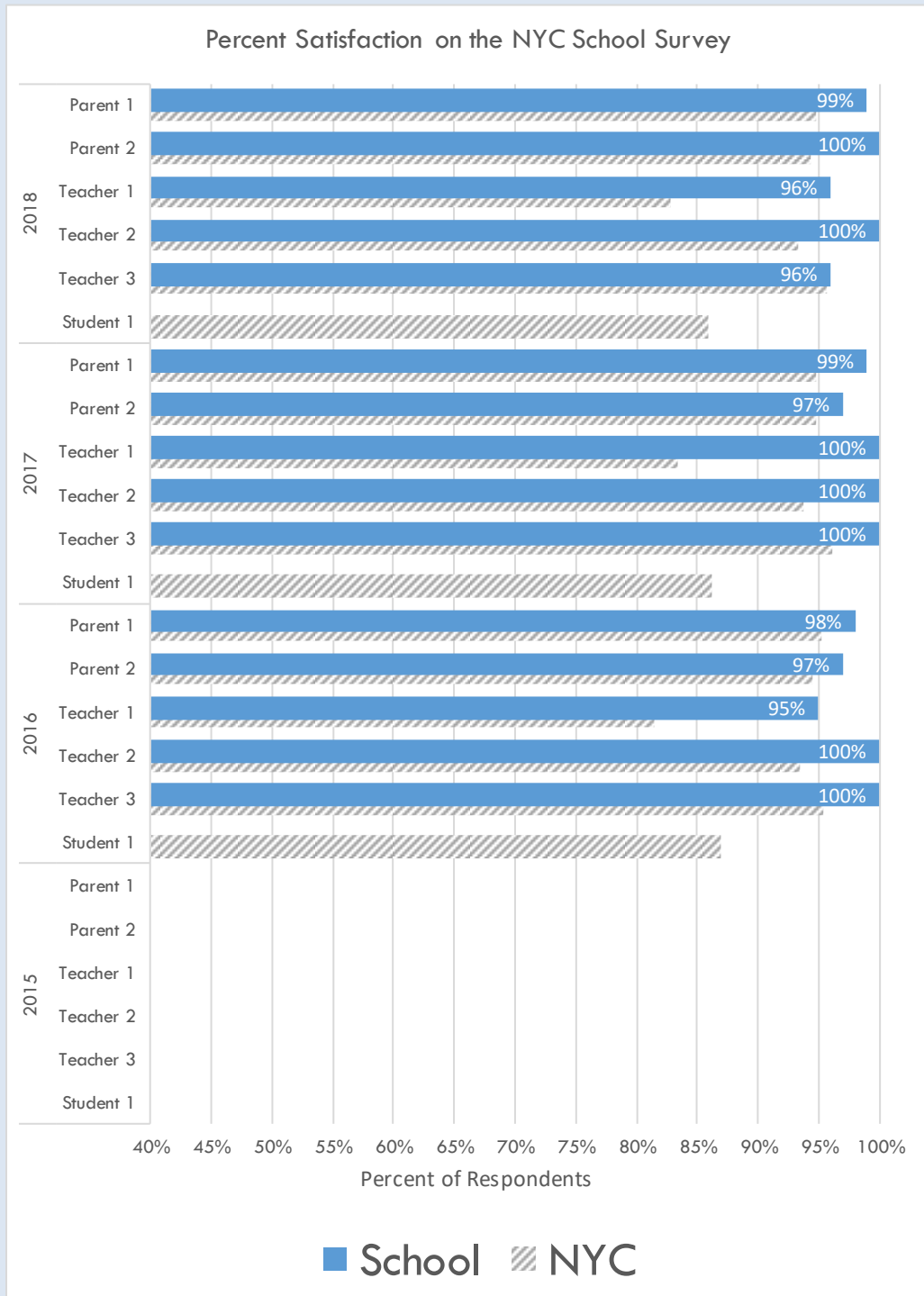


Figure 10

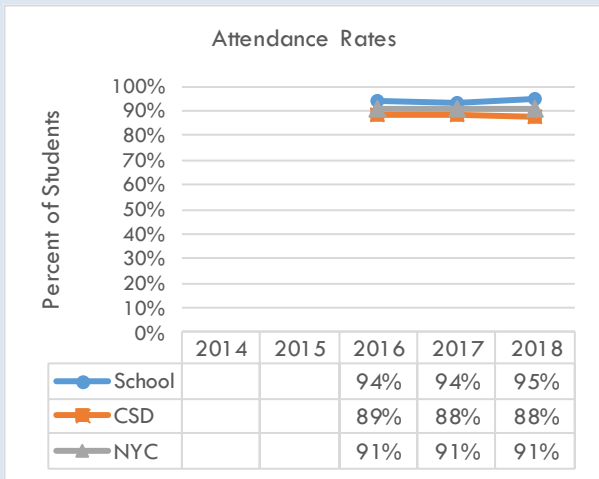


Figure 11

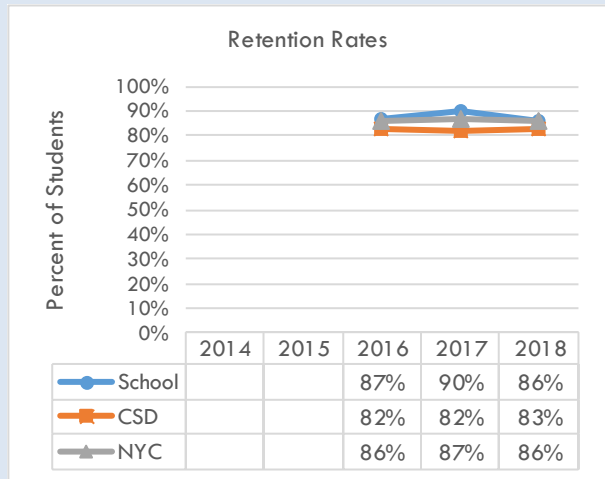


Figure 12

¹⁸ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

¹⁹ If applicable, results in cases for five or fewer students are not displayed in this section's figures.

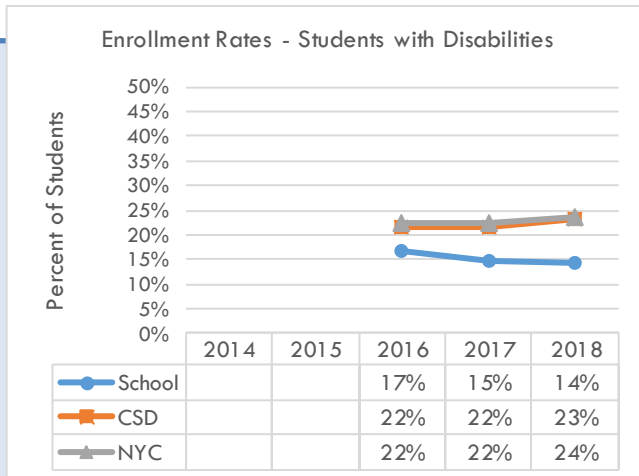


Figure 13

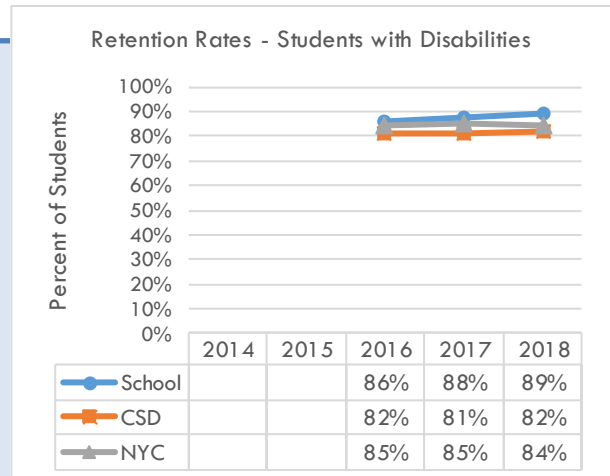


Figure 14

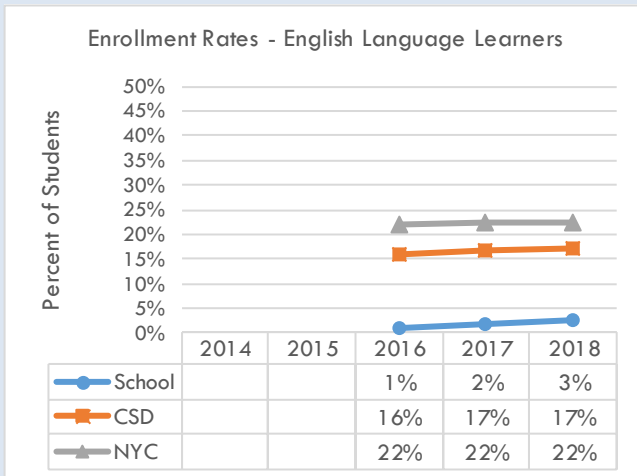


Figure 15

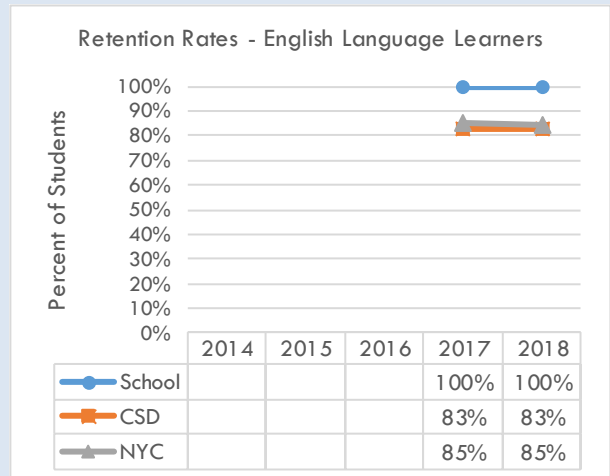


Figure 16

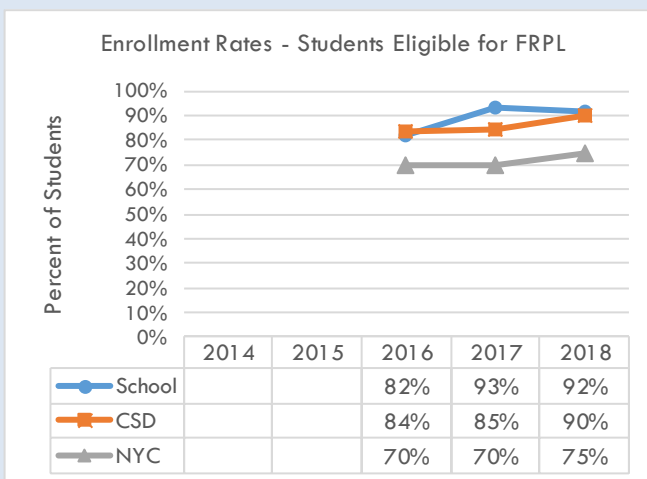


Figure 17

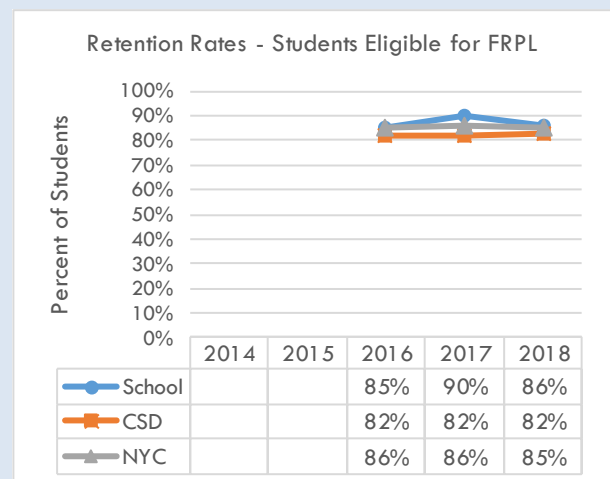


Figure 18

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Imagine Me has partially demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2017 (FY17) set forth the following material findings:

1. The school solicited and was awarded a \$5,000 grant from a private foundation. This award was contingent on various requirements, including being in good standing with the Internal Revenue Service (IRS) and current with 501(c)(3) status. During the year ended June 30, 2016, the school, as determined by the IRS, was revoked of its Federal income tax exemption under Section 501(a) of the IRC as an organization described in Section 501(c)(3) of the IRC, effective fiscal year 2012, for failure to file the annual information returns. On August 25, 2017, the school was retroactively reinstated, effective November 15, 2012.

An independent audit performed for fiscal year 2018 (FY18) showed material weaknesses, but identified no significant deficiencies nor noted any noncompliance material to the financial statements. The material weaknesses and accompanying recommendations were as follows:

1. Various areas required adjustments as a result of the audit process; the school either failed to implement or execute control procedures. The recommendation was to put a system in place where one individual records the financial data, while a second more experienced accountant reviews the activity for accuracy.
2. The school utilized a cash basis to recognize revenue for executed contracts; the school failed to record revenue and receivables for Federal and New York State grants. The recommendation was to review the revenue recognition policy and prepare a schedule of grants to reconcile with the cash received and receivables outstanding.
3. The school does not have a written internal control policy regarding cash donations, as well as segregation of duties as it pertains to the school's bank reconciliation process. The recommendation is that all cash donations require a receipt for the donor and that a maximum cash donation threshold be established. A bank reconciliation should be prepared monthly and should be reviewed, signed and dated by a separate member of the finance team.

The management letter in response to the FY18 audit disputes these findings.

The school has \$75,075 in escrow, meeting the \$70,000 requirement.

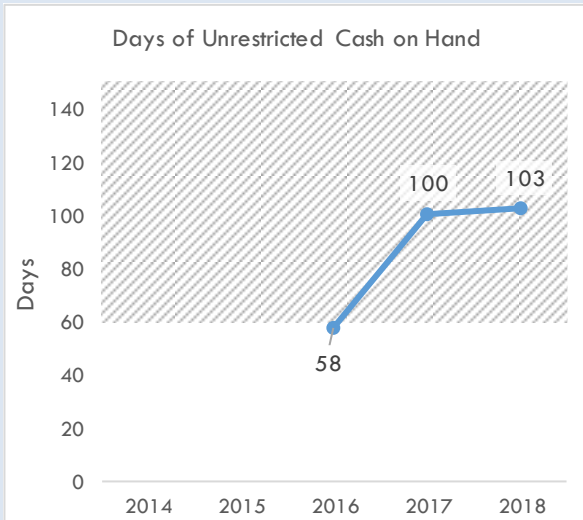
PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes²⁰	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2016-17: Met 2017-18: Met See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2016-17: Met 2017-18: Met See Figure 20
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2016-17: Met 2017-18: Met See Figure 21
Debt management – school is meeting all current debt obligations	●	2016-17: Met 2017-18: Met
Long-term Financial Sustainability		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	2016-17: Met 2017-18: Met See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. Imagine Me has two evaluable years.
Debt to assets ratio less than 1.0	●	2016-17: Met 2017-18: Met See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. Imagine Me has two evaluable years.

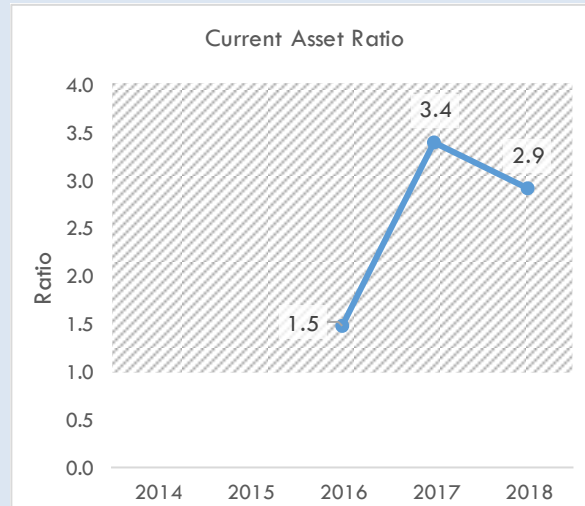
²⁰ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes ²⁰	Details
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	2016-17: Met 2017-18: Met See Figure 23
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. Imagine Me has two evaluable years.



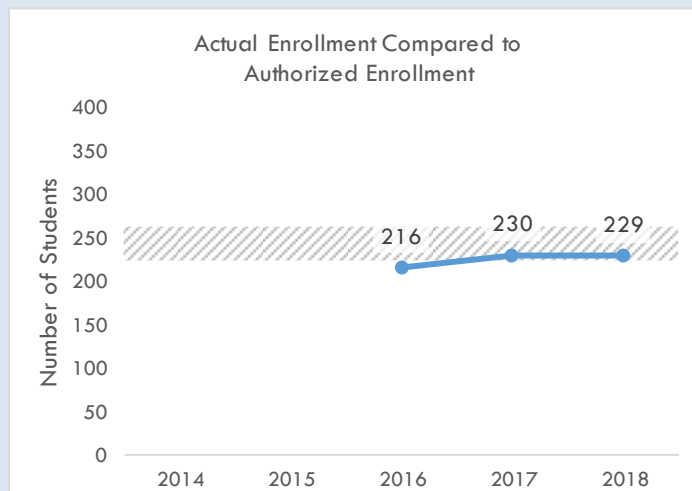
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



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.

Figure 20



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 21

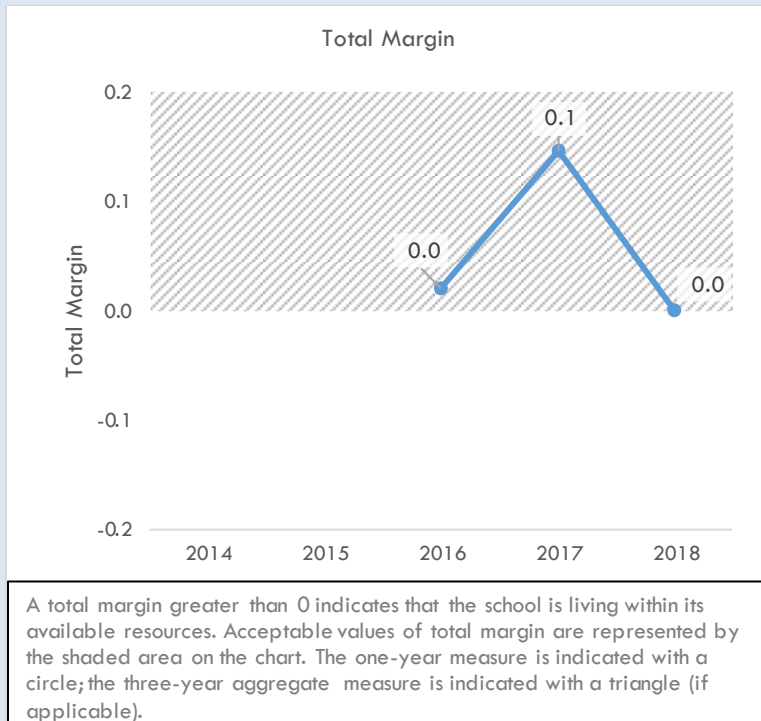


Figure 22

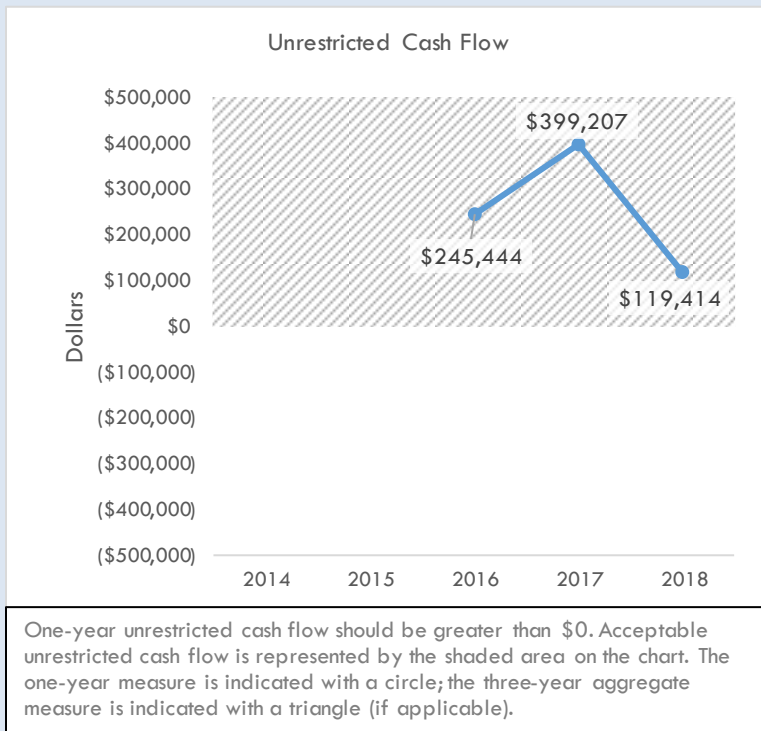


Figure 23

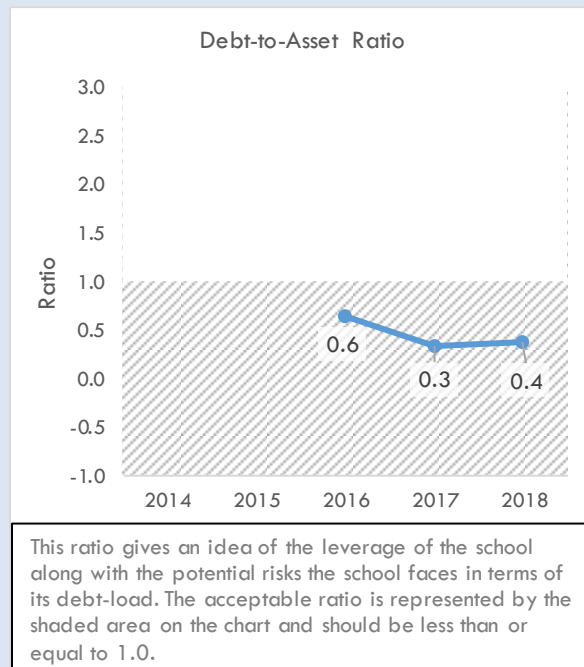


Figure 24

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	Yes
Sections per Grade	K-1: 2 2-5: 3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	116
Number of Students Accepted via the Lottery (School Year 2018-2019)	103
Lottery Preferences	No
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
Children of Employees of the Charter School or CMO	No

CURRENT STUDENT DEMOGRAPHICS*

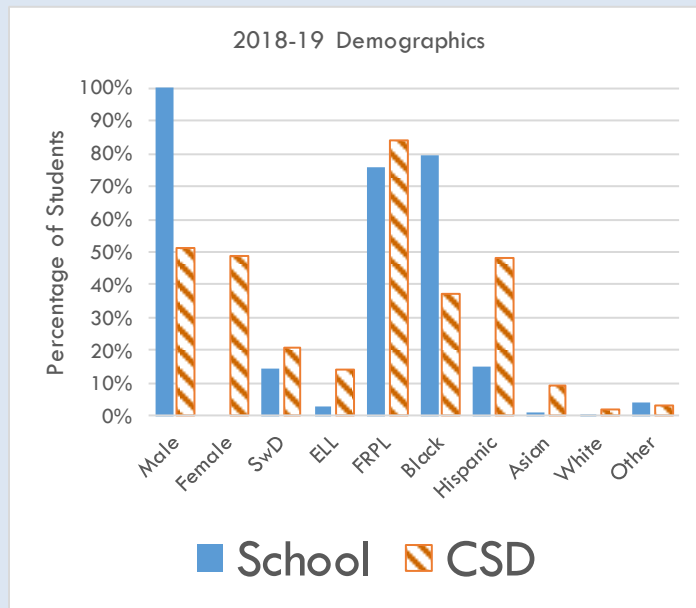


Figure 25

SUSPENSION AND EXPULSION RATES^{xi}

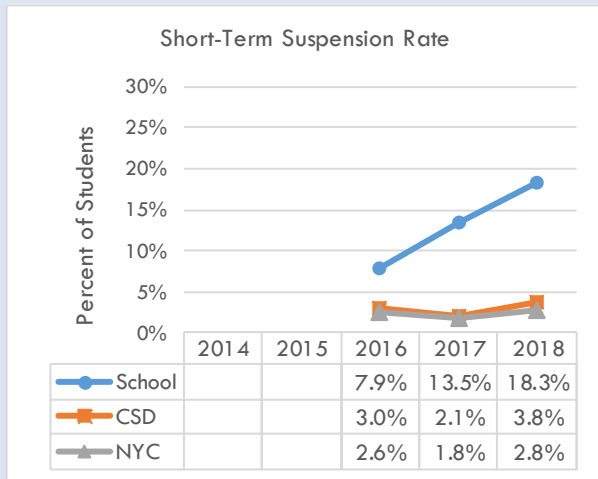


Figure 26

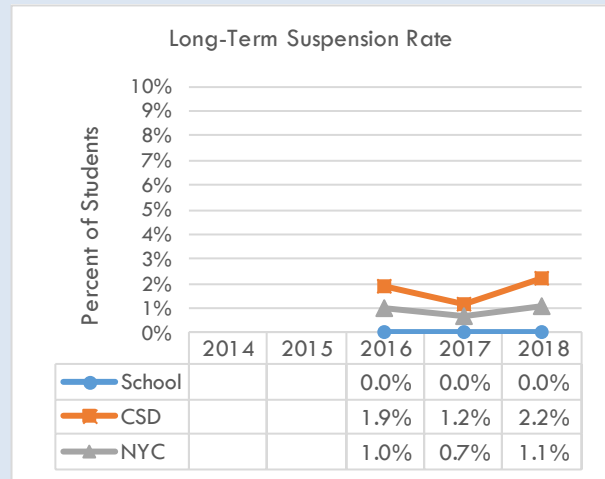


Figure 27

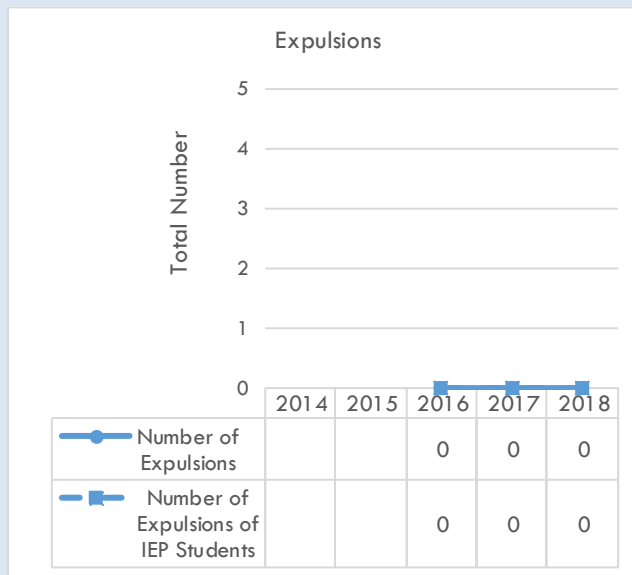


Figure 28

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Imagine Me on November 14 and 15, 2018. The school leadership team identified what CAAT members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of aim and objective on the board; CAAT saw evidence of this.
- Evidence of questioning and discussion techniques to push student thinking; CAAT saw evidence of this.
- Evidence of the employment of many tools to keep students on track; not observed.
- Evidence of non-restrictive environment (lots of movement, students squeezing stress balls); CAAT saw mixed evidence of this
- Evidence of awareness and understanding of boy behaviors; CAAT saw evidence of this.
- Evidence of "brain breaks" to re-engage students; not observed.
- Evidence of the use of drawing, diagrams and visual models and music during independent practice; CAAT saw evidence of this in all Math classes
- Evidence of the use of problem-solving and logical reasoning in Math and the use of KPS charts; CAAT saw evidence of this.
- Evidence of constructive classroom discussion; CAAT saw mixed evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xii}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Imagine Me Leadership Charter School					
Grade 3			74%	83%	86%
Grade 4			32%	61%	88%
Grade 5			29%	48%	45%
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			50%	54%	48%
Grade 4			4%	32%	53%
Grade 5			8%	26%	22%
Grade 6					
Grade 7					
Grade 8					

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Imagine Me Leadership Charter School					
Grade 3			87%	85%	81%
Grade 4			60%	70%	75%
Grade 5			68%	48%	59%
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			66%	56%	44%
Grade 4			36%	47%	43%
Grade 5			48%	23%	35%
Grade 6					
Grade 7					
Grade 8					

ENGLISH/LANGUAGE ARTS

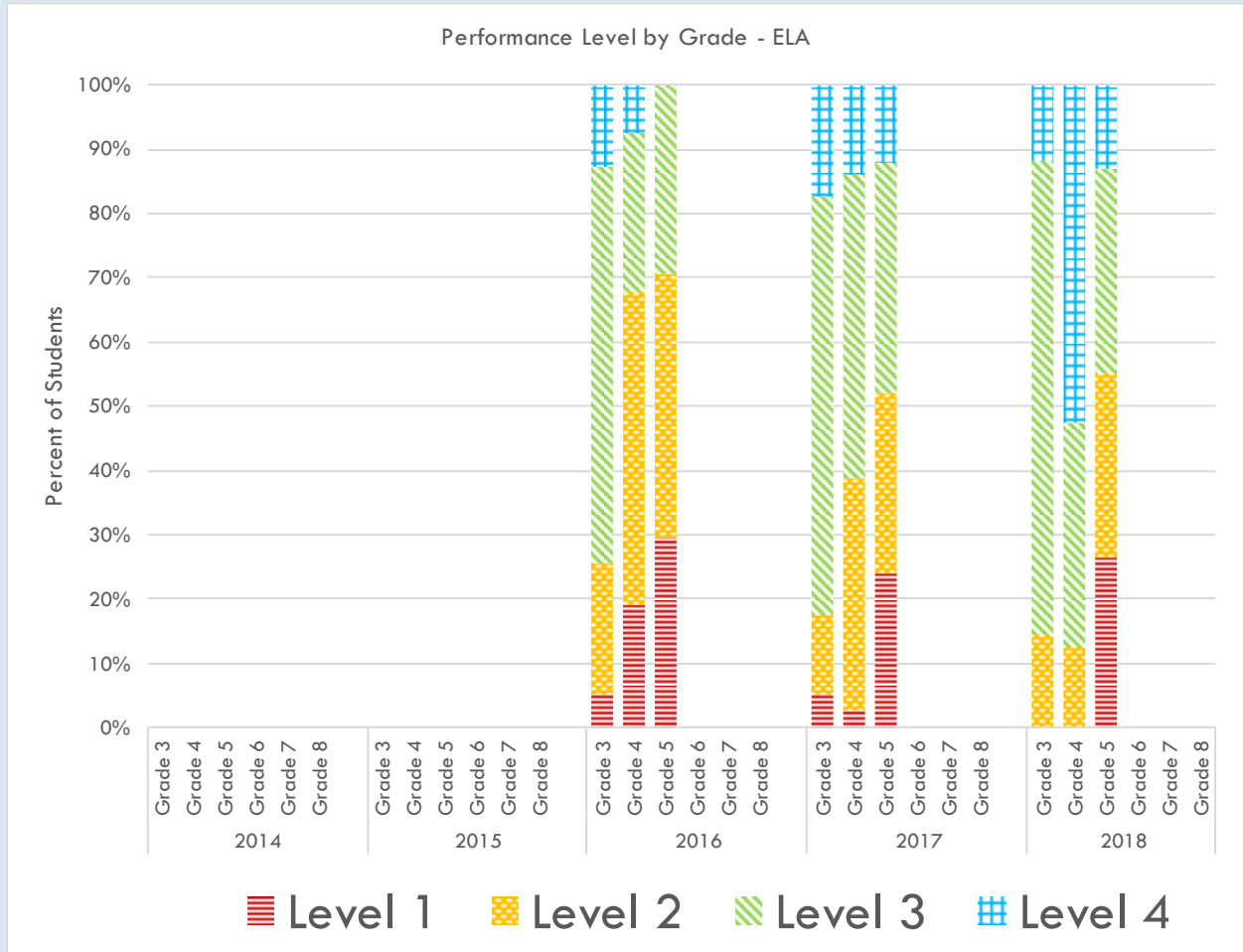
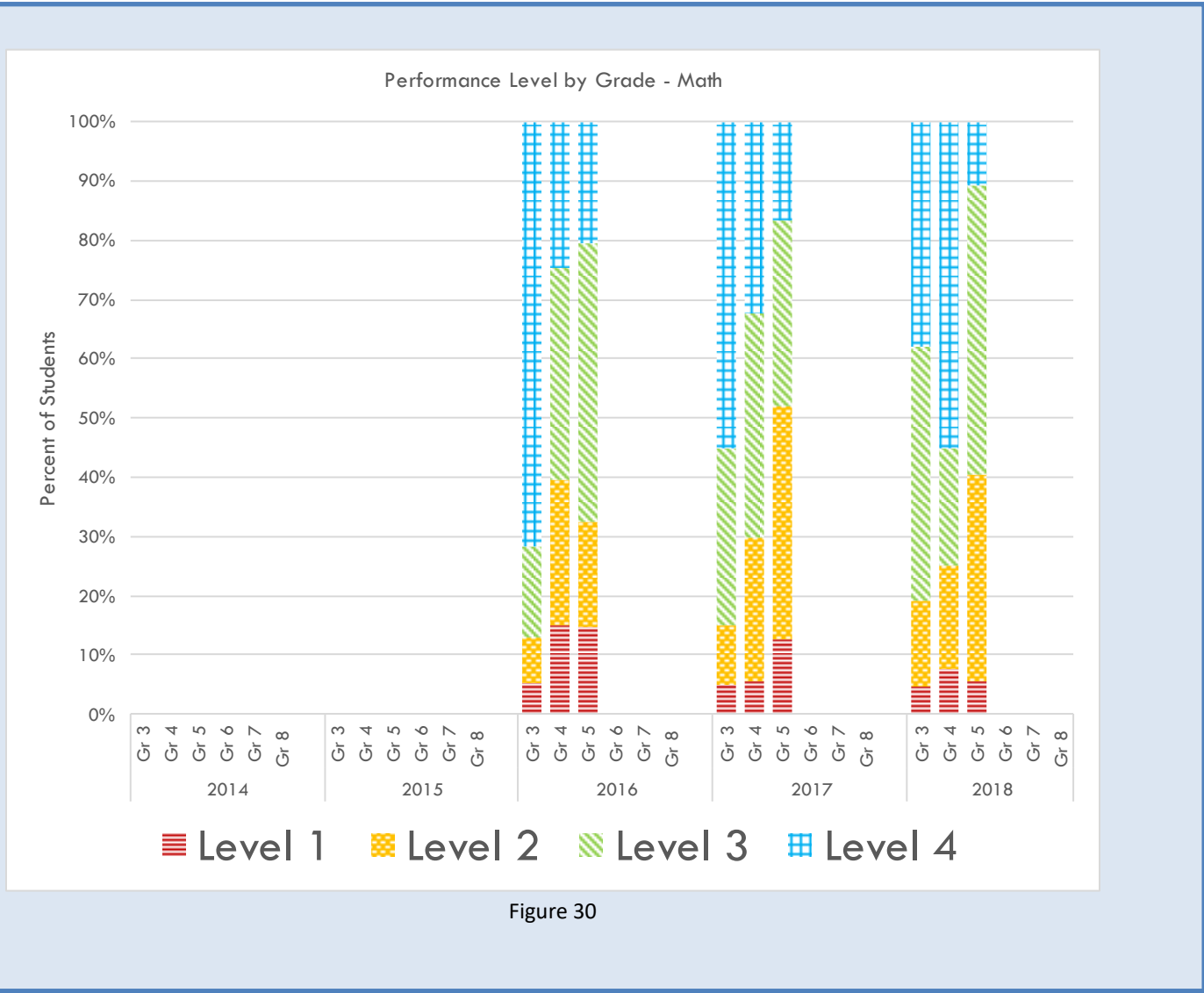


Figure 29



APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable to charters serving grades 9-12.

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates		Met	
Academic Goal 2	NYS ELA exam proficiency rates meet or exceed comparable Citywide rates		Met	
Academic Goal 3	NYS ELA exam proficiency rates meet or exceed comparable DOE- defined comparison group rates		Met	
Academic Goal 4	NYS Math exam proficiency rates meet or exceed comparable CSD rates		Met	
Academic Goal 5	NYS Math exam proficiency rates			

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 6	NYS Math exam proficiency rates meet or exceed comparable DOE- defined comparison group rates		Met	
Academic Goal 7	NYS Science exam proficiency rates meet or exceed comparable CSD rates		Met	
Academic Goal 8	NYS Science exam proficiency rates meet or exceed comparable Citywide rates		Met	
Academic Goal 9	NYS Science exam proficiency rates meet or exceed comparable DOE- defined comparison group rates		Met	
Org Goal 1	Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages		Met	
Org Goal 2	Student attendance rate exceeds CSD average retention rate over prior year		Met	
Org Goal 3	Student attendance rate exceeds Citywide average		Met	

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Financial Goal 1	Cash position – school has at least 60 days of cash on hand to cover operating expenses		Met	
Financial Goal 2	Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months		Met	
Financial Goal 3	Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment		Met	
Financial Goal 4	Debt management – school is meeting all current debt obligations		Met	

APPENDIX G: RECRUITMENT AND RETENTION 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, English Language Learners, and students who are eligible for 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.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- School Tours for parents and daycare center directors were held on three consecutive Thursdays during March, along with individual tours by appointment. We also hosted two open houses in March
- IMLCS visited and provided on-site enrollment presentations to approximately eight daycare centers in District 19 and five daycare centers outside of the district.
- All brochures, posters, and flyers were updated and distributed in daycare centers, youth facilities and public buildings where we had permission. Also, recruitment ads were placed in local newspapers.

ENGLISH LANGUAGE LEARNERS

- School Tours for parents and daycare center directors were held on three consecutive Thursdays during March, along with individual tours by appointment. We also hosted two open houses in March
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STUDENTS WITH DISABILITIES

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- All brochures, posters, and flyers were updated and distributed in daycare centers, youth facilities and public buildings where we had permission. Also, recruitment ads were placed in local newspapers.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

- IMCLS will endeavor to retain 95% of our student population for the next school year. While there are a number of factors that will contribute to the success of retention rates, we believe that the relationship faculty and staff formed with the parents and students will allow us to meet this goal. The School's objective in the future years of the charter is to have 99-100% retention and will work diligently to reach the goal by better parent engagement, assessing student needs, and retaining staff to build stronger stable relationships.

ENGLISH LANGUAGE LEARNERS

- IMCLS is in a district with few ELL. We increased our outreach effort with churches and community centers to increase our enrollment. We add cultural activities to include our Hispanic and African students.

STUDENTS WITH DISABILITIES

- We have consistently met our target for SWD. We continue to advertise our SPED services and maintain our relationship with the NYC SPED Collaborative.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. 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 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

APPENDIX I: SUPPLEMENTARY DATA^{xiv}

The following serves to highlight a unique feature of the charter and is presented for informational purposes only.

Imagine Me administers the Regents Living Environment exam to several of its 5th graders. These are the outcomes over the evaluable years of the current charter term. In 2016-17, the school tested 18 5th graders; in 2017-18, the school tested 7 5th graders.

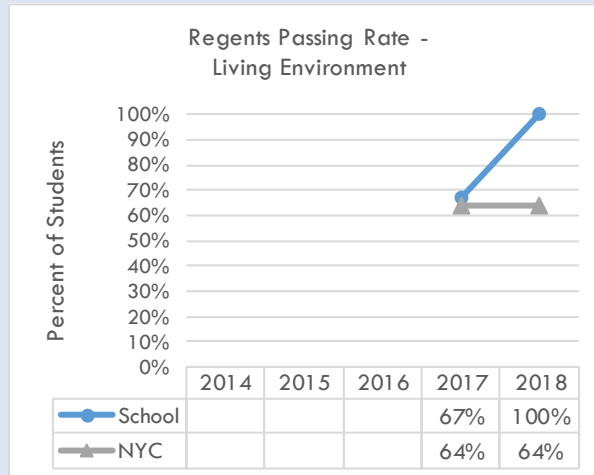


Figure 31

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v Calculations based on data reported by the school in its renewal data collection form.

^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{viii} Annual school audit

^{ix} Annual school audit

^x Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xi} School-reported suspension and expulsion data. 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. Rates are calculated as number of events divided by total population.

^{xii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xiii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xiv} Data.nysed.gov