



**Department of  
Education**

Chancellor Richard A. Carranza

# Renewal Report for Future Leaders Institute Charter School SCHOOL YEAR 2018-2019

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## CONTENTS

<b>PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION.....</b>	<b>2</b>
<b>PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS .....</b>	<b>5</b>
<b>PART 3: FINDINGS .....</b>	<b>8</b>
<b>APPENDIX A : SCHOOL OVERVIEW.....</b>	<b>33</b>
<b>APPENDIX B : SCHOOL VISIT .....</b>	<b>36</b>
<b>APPENDIX C : ACADEMIC PERFORMANCE .....</b>	<b>37</b>
<b>APPENDIX D : GRADE 3-8 PERFORMANCE LEVELS .....</b>	<b>38</b>
<b>APPENDIX E : REGENTS PERFORMANCE FOR SPECIAL POPULATIONS .....</b>	<b>40</b>
<b>APPENDIX F : CHARTER SCHOOL GOALS .....</b>	<b>41</b>
<b>APPENDIX G : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS .....</b>	<b>50</b>
<b>APPENDIX H : ADDITIONAL ACCOUNTABILITY DATA .....</b>	<b>54</b>
<b>APPENDIX I : SUPPLEMENTARY DATA .....</b>	<b>55</b>
<b>SOURCES .....</b>	<b>61</b>

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

<b>Future Leaders Institute Charter School</b>	
DBN	84M861
School Leader(s)	John Harrison York
Board Chair(s)	Natalie Deak Jaros Andy Hatcher
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	3
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(M144) 134 West 122 Street, Manhattan, NY 10027 Grades at Building: K-8 Facility Owner: DOE
2018-2019 Enrollment <sup>i</sup>	366
2018-2019 Grades Served	K-8
Current Authorized Enrollment	387
Current Authorized Grade Span	K-8
School Opened For Instruction	2005-2006
School Year of First Renewal	2009-2010
School Year of Second Renewal	2012-2013
School Year of Third Renewal	2015-2016
Current Charter Term <sup>1</sup>	July 1, 2016 – June 30, 2019

<sup>1</sup> 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

Future Leaders Institute Charter School (“FLI”) 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 short-term renewal.

<b>Recommendation</b>	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	K – 8
Proposed Authorized Enrollment for New Charter Term	387

## PLANS FOR NEXT CHARTER TERM

In the event that the charter receives a subsequent full-term renewal in the 2021-2022 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 387 students in grades K-8 in that future charter term, in alignment with the plan described below.

<b>Grade</b>	<b>Current School Year (2018-19)</b>	<b>Year 1 (2019-20)</b>	<b>Year 2 (2020-21)</b>	<b>Year 3 (2021-22)</b>
<b>K</b>	43	43	43	43
<b>1</b>	43	43	43	43
<b>2</b>	43	43	43	43
<b>3</b>	43	43	43	43
<b>4</b>	43	43	43	43
<b>5</b>	43	43	43	43
<b>6</b>	43	43	43	43
<b>7</b>	43	43	43	43
<b>8</b>	43	43	43	43
<b>TOTAL</b>	387	387	387	387

Future Leaders Institute Charter School will implement a preference for Students with Disabilities (SWD) starting with the 2019-2020 lottery.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

FLI received a three-year short term renewal in the 2015-16 academic year with no conditions.

FLI was not placed on notice during the charter term.

## CHARTER SCHOOL BACKGROUND

FLI is K-8 school located in the West Harlem neighborhood of Manhattan. The school does not have a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 3. The school is co-located with P.S. 242 – The Young Diplomats Magnet Academy.<sup>2</sup>

The school is in its fourth charter term.

The school converted to a charter school from a traditional district school in 2005 and operates under the collective bargaining agreements negotiated by New York City with the teachers, supervisors and paraprofessional's unions as a result of being a conversion charter school.

## SCHOOL HIGHLIGHTS<sup>3</sup>

According to the school's renewal application, "At FLI, we work hard each day to ensure that every one of our students builds proficiency in 21st century skills. To this end, we have technology-rich classrooms and provide individual laptops for every student in grades 2nd to 8th. Our faculty is in the third year of intensive professional development in utilizing this technology to enhance personalized and engaging instruction."

## CURRENT SCHOOL LEADERSHIP TEAM<sup>4</sup>

	<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1.	John York	Executive Director	3.0
2.	Jody Flowers	Principal	12.0
3.	Dani McPartlin	Director of Culture	8.0
4.	Russell Slovenec	Director of Curriculum and Instruction	7.0

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<sup>2</sup> According to NYC DOE Location Code Generation and Management System.

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

<sup>4</sup> 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.

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## 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).

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## 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).

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## 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, FLI has partially 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 data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

Standards	Charter Term Outcomes <sup>5</sup>	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>6</sup>	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 1

<sup>5</sup> ● = 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

<sup>6</sup> 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.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable CSD rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A <sup>7</sup>	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A <sup>8</sup>	
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	

<sup>7</sup> 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.

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

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
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	
<b>Academic Growth</b>		
NYS ELA exam proficiency rates increase	●	<b>2016-17: Met</b> <b>2017-18: N/A<sup>9</sup></b> See Figure 1
NYS Math exam proficiency rates increase	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> 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	

<sup>9</sup> 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.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
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	
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 7

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>10</sup> meet or exceed CSD rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> 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	

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

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
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	
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	

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
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	
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 <sup>11</sup>	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates	N/A	

<sup>11</sup> 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.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	



## COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

### GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>ii</sup>

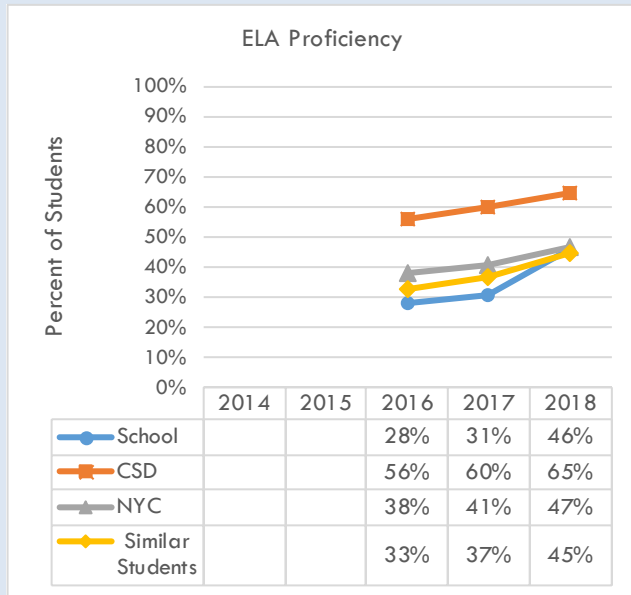


Figure 1

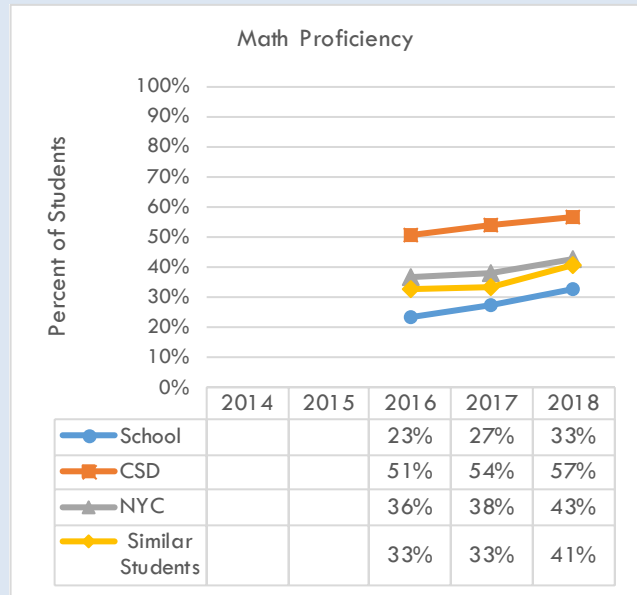


Figure 2

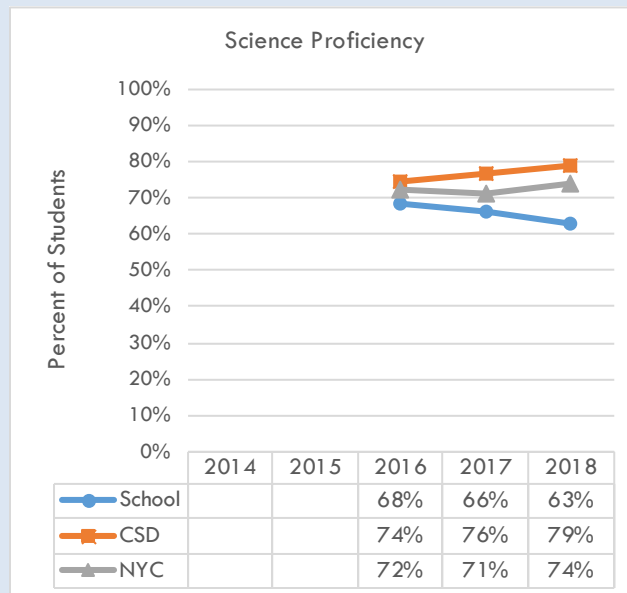


Figure 3

## CLOSING THE ACHIEVEMENT GAP

### GRADE 3-8 ENGLISH LANGUAGE ARTS<sup>iii</sup>

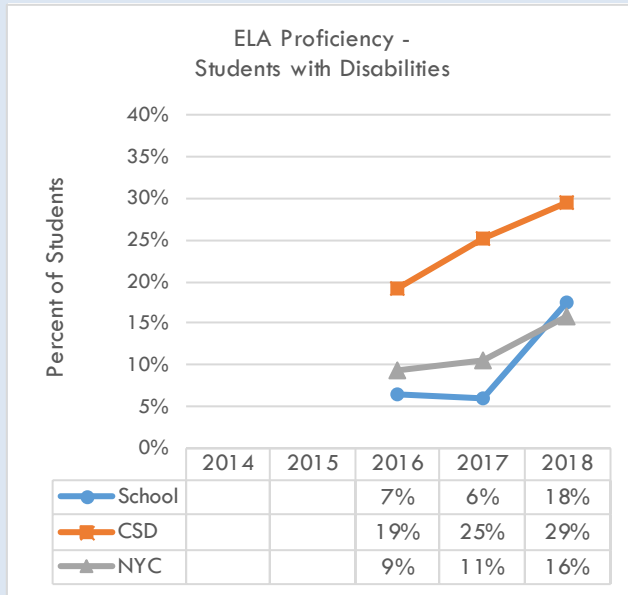


Figure 4

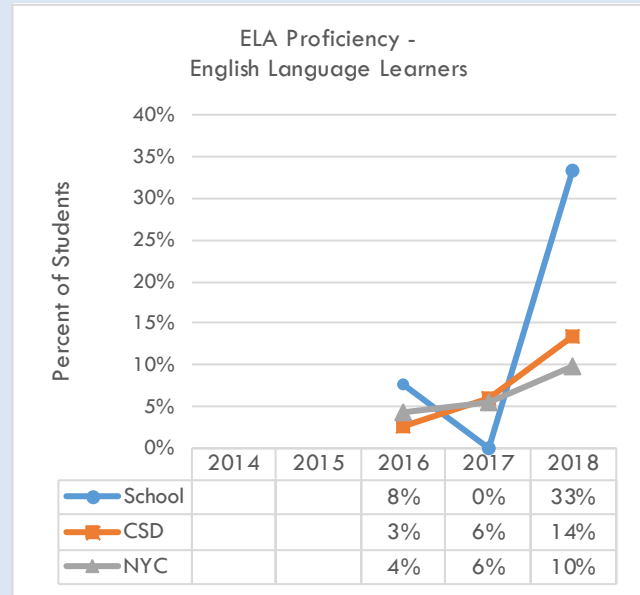


Figure 5

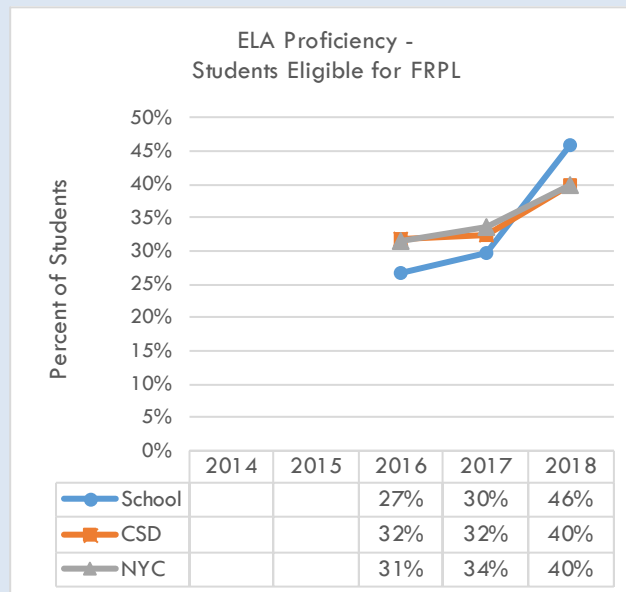


Figure 6

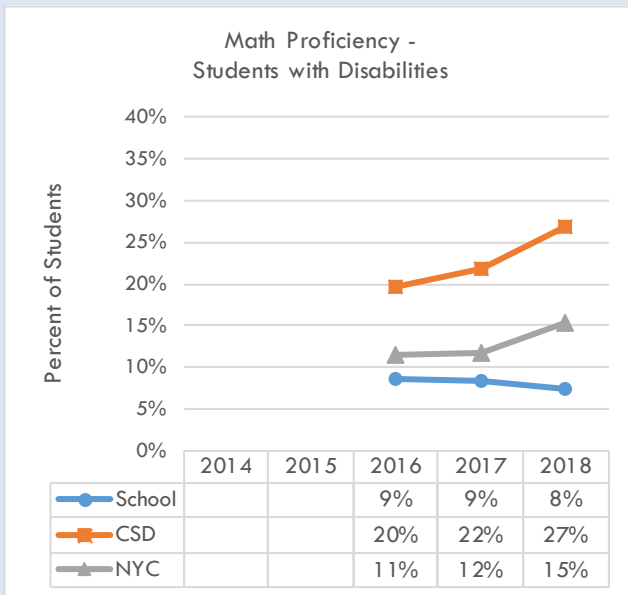


Figure 7

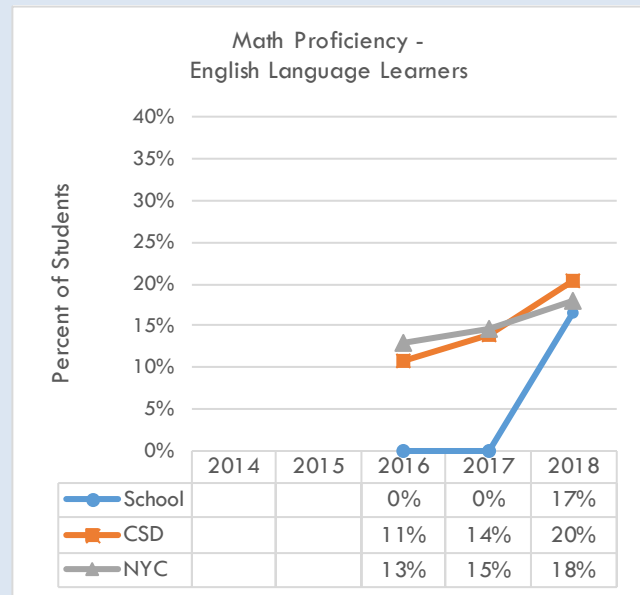


Figure 8

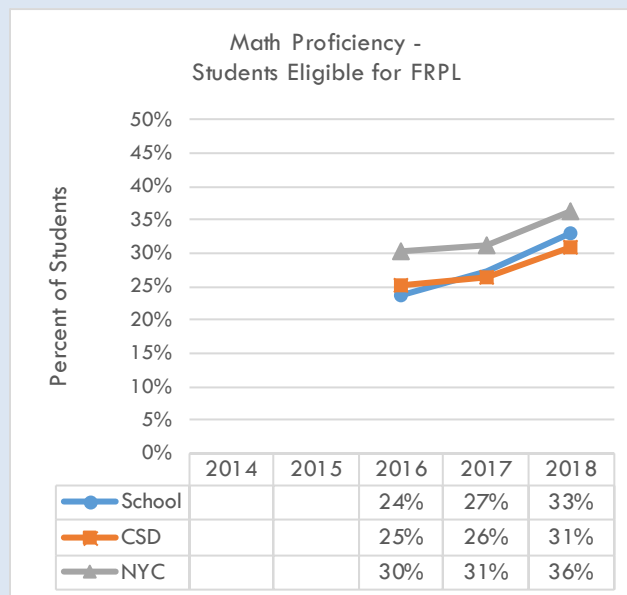


Figure 9

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

At the time of this school's renewal, FLI has demonstrated its effectiveness, including a supportive environment, operational stability, and 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.

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### CURRENT BOARD OF TRUSTEES<sup>12</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Annie Adams	Trustee	Board Governance Working Group	4.0
2. Rudolph Austin	Treasurer	Finance Committee; Executive Committee	5.0
3. Katherine Brown	Secretary	Finance Committee; Executive Committee	7.0
4. Jon Drucker	Trustee	Board Governance Working Group	1.0
5. Ross Harold	Trustee	Educational Accountability Working Group; Executive Committee	1.0
6. Jay Hatfield	Trustee	Educational Accountability Working Group	8.0
7. Andrew Hatcher	Co-chair	Executive Committee	8.0
8. Natalie Deak Jaros	Co-chair	Finance Committee; Executive Committee	7.0
9. Roberta Kelly	Trustee	Educational Accountability Working Group	1.0
10. Rachel Klein	Trustee	Educational Accountability Working Group	1.0
11. Joan Wicks	Trustee	Board Governance Working Group; Educational Accountability Working Group	8.0
12. Gilda Wray	Trustee	Board Governance Working Group	5.0

---

### 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.

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<sup>12</sup> Board of Trustees as of October 1, 2018.

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## RIGOROUS STANDARDS-BASED CURRICULA

All course curricula at FLI are based on and aligned to the New York Common Core Standards. Our coursework prepares students for high school, college, and a career.

---

## FORMATIVE AND SUMMATIVE ASSESSMENTS

Students are regularly assessed. Data from assessments drive instruction and inform adjustments to the curriculum, if needed. Assessments are also used to provide students, teachers, and families with critical feedback on students' progress throughout the year. FLI staff utilize the results of these assessments to inform programmatic decision-making and student placement in small group instruction.

---

## TARGETED ACADEMIC INTERVENTIONS

FLI students participate in small group instruction during the regular school day to receive remedial or accelerated instruction based on his or her specific needs. These needs are typically identified through computer-based diagnostic assessments or individual reading assessments. We also provide Saturday instruction to students identified as needing additional instructional time from our period benchmark results.

---

## SUPPORTIVE ENVIRONMENT FOR SOCIAL-EMOTIONAL DEVELOPMENT

FLI follows the Responsive Classroom approach to building a positive school community and developing our students socially and emotionally. All teachers, administrators and the Student Affairs staff participate in Responsive classroom techniques and structures. We have also begun implementing certain aspects of Restorative Justice practices in our Middle School.

---

## PROFESSIONAL DEVELOPMENT

Staff are provided with weekly Professional Development. Our weekly PD time is structured to allow teachers to work in Professional Learning Communities to collaboratively grow and develop in their pedagogy to subsequently improve student achievement.

---

## EXTENDED DAY AND YEAR

After the instructional day ends at 2:30pm, our students participate in our Extended Day program, which lasts until 4:45 pm. Additionally, all are encouraged to participate in our 4 week Summer Academy program which starts in July.

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## ENRICHMENT PROGRAM

The Enrichment Program is part of our Extended Day program in which students take exploratory courses and Physical Education. Exploratory courses include art, music, coding, dance, drumming, cooking, and yearbook.

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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### STAFFING<sup>v</sup>

In the 2016-17 school year, 2 or 33.3% of leadership staff left the school, and 8 or 19% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school, and 12 or 30% of instructional staff left the school.

---

## GOVERNANCE

In 2016-17, the Board had 10 members; this was within the minimum to maximum range of 5 to 15 members stated in the bylaws. The Board met 8 times during the 16-17 school year, which does not meet 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 8 out of the 8 meetings that took place in 2016-17.

In 2017-18, the Board had 12 members; this was within the minimum to maximum range of 5 to 15 members stated in the bylaws. The Board met 9 times during the 17-18 school year, which does not meet 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 9 out of the 9 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 October 18, 2018. Thirty-seven individuals attended the hearing. Nineteen comments were made in support and zero were made in opposition to the proposed charter renewal. Comments in support focused on the high expectation at the school, how well staff treat students and the community and the progress students have made while attending FLI.

---

## PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>13</sup>	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>14</sup>	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 10

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<sup>13</sup> ● = 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

<sup>14</sup> 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.

<b>Standards</b>	<b>Charter Term Outcomes<sup>13</sup></b>	<b>Details</b>
Student attendance rate meets or exceeds CSD average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Student attendance rate meets or exceeds Citywide average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Improved student retention rate over prior year	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 12
Decreased student suspension rate over prior year <sup>15</sup>	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figures 26 and 27
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	◐	<b>2016-17: Not Met</b> The school missed deadlines for reporting requirements. <b>2017-18: Met</b>
School has documented teacher evaluation procedures	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented professional development opportunities	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has a formal process for evaluating progress against charter school goals	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has developed a succession plan for board and school leadership	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has access to legal counsel	●	<b>2016-17: Met</b> <b>2017-18: Met</b>

<sup>15</sup> To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes <sup>13</sup>	Details
Board held the required number of meetings per the charter law	○	<b>2016-17: Not Met</b> The board held 8/12 required meetings. <b>2017-18: Not Met</b> The board held 9/12 required meetings.
Board meetings consistently meet quorum	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Compliance</b>		
School's ELL enrollment meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 15
School's ELL retention meets or exceeds CSD rate	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 16
School's SWD enrollment meets or exceeds CSD rate	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 13
School's SWD retention meets or exceeds CSD rate	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 14
School's FRPL enrollment meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 17
School's FRPL retention meets or exceeds CSD rate	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> 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	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has followed all applicable lottery and enrollment laws and regulations	●	<b>2016-17: Met</b> <b>2017-18: Met</b>



<b>Standards</b>	<b>Charter Term Outcomes<sup>13</sup></b>	<b>Details</b>
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) <sup>16</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with employee fingerprinting requirements	◐	<b>2016-17: Not Met</b> Two staff members received fingerprint clearances after their start date. <b>2017-18: Met</b>
School has an appropriate safety plan	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has appropriate insurance documentation	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School is in good standing with the Department of Health	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has submitted its Annual Report to NYSED and posted it online	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	<b>2016-17: Met</b> <b>2017-18: Met</b>

---

<sup>16</sup> 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.

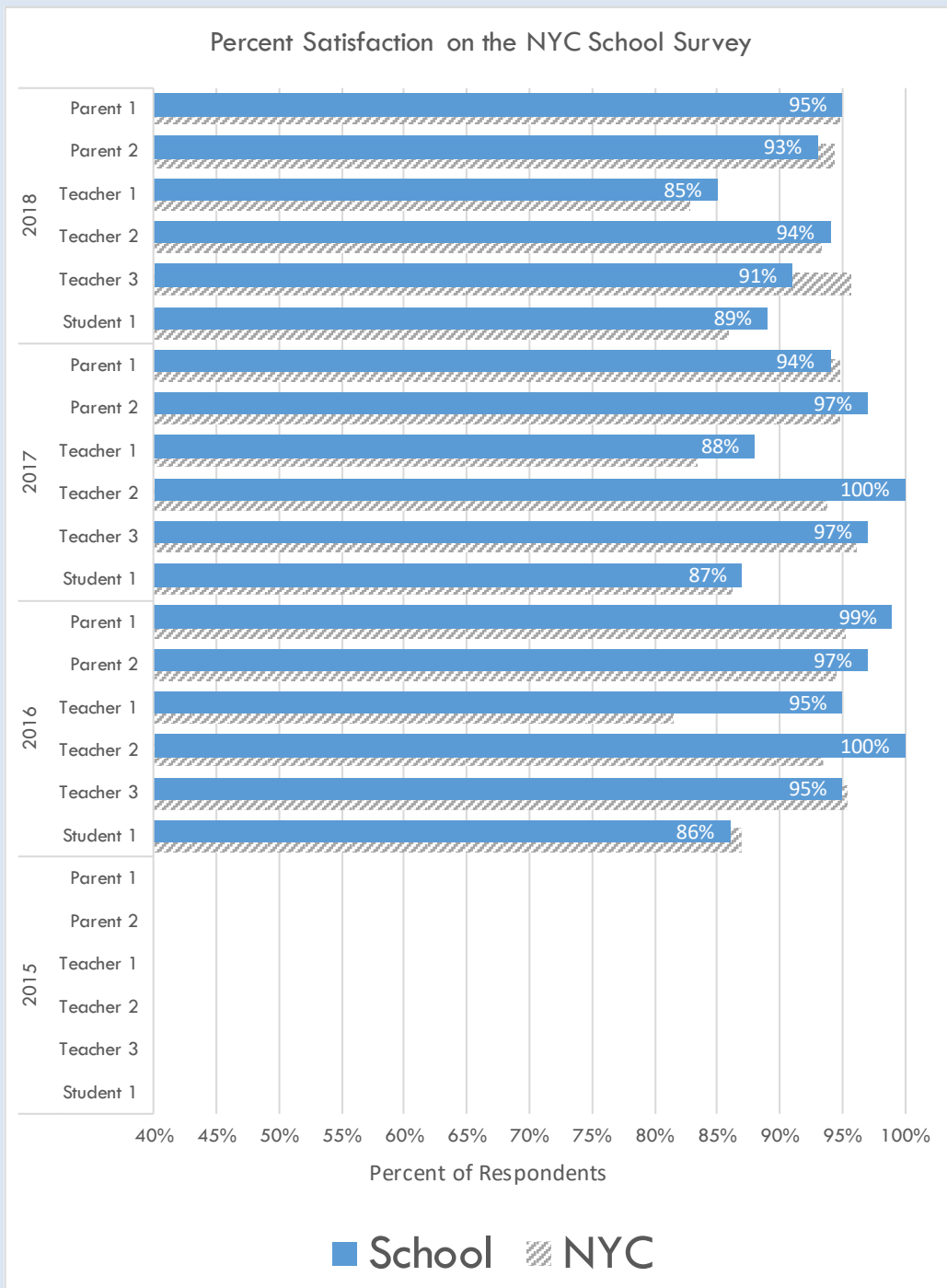


Figure 10

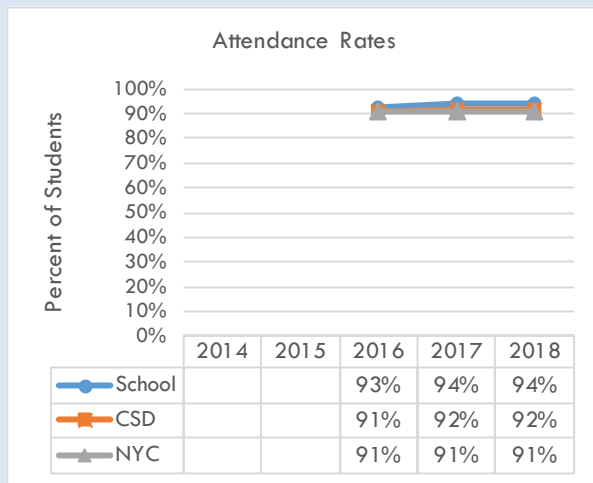


Figure 11

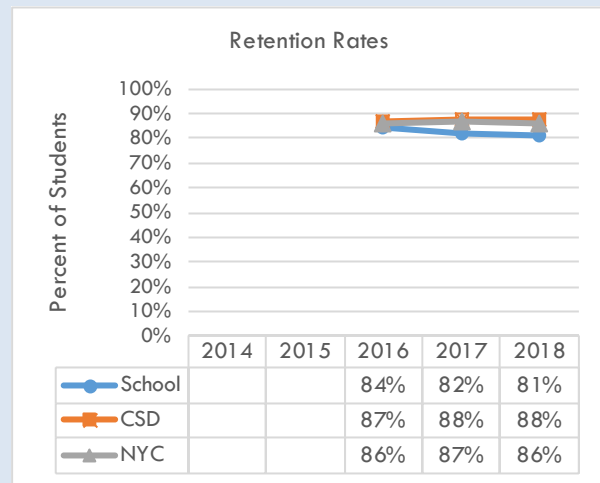


Figure 12

<sup>17</sup> 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.

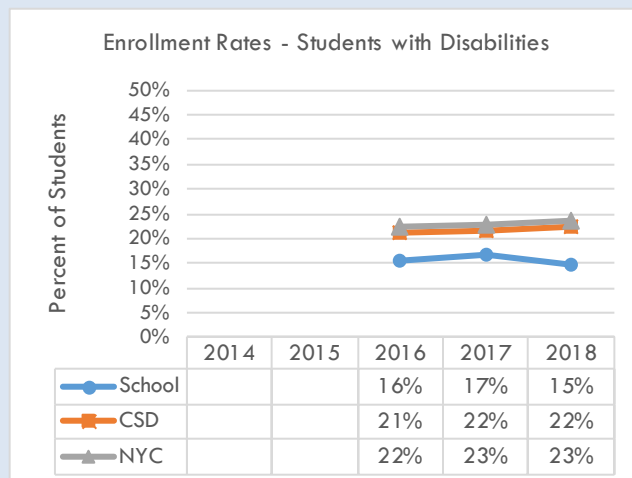


Figure 13

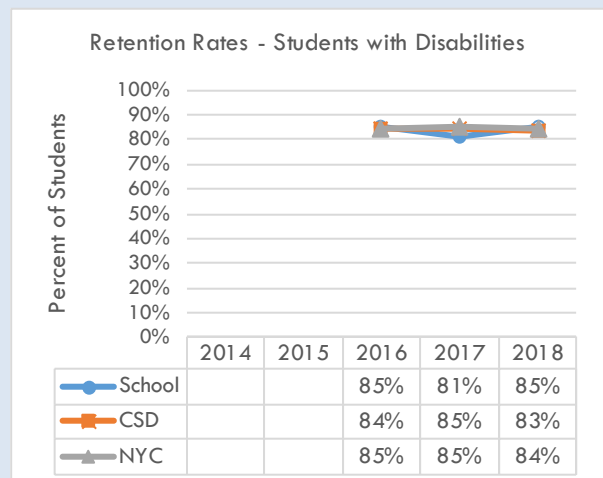


Figure 14

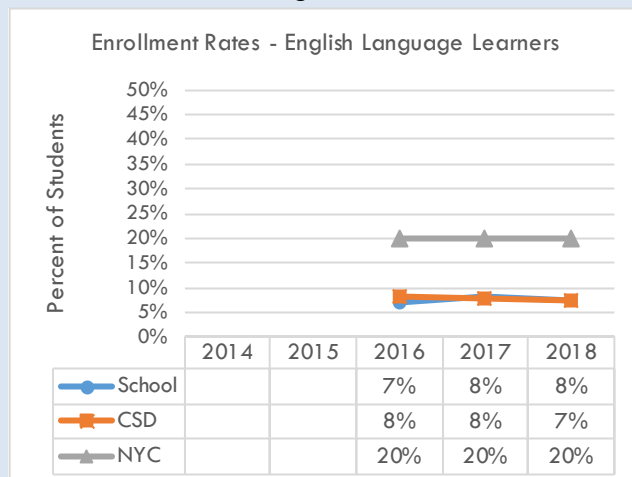


Figure 15

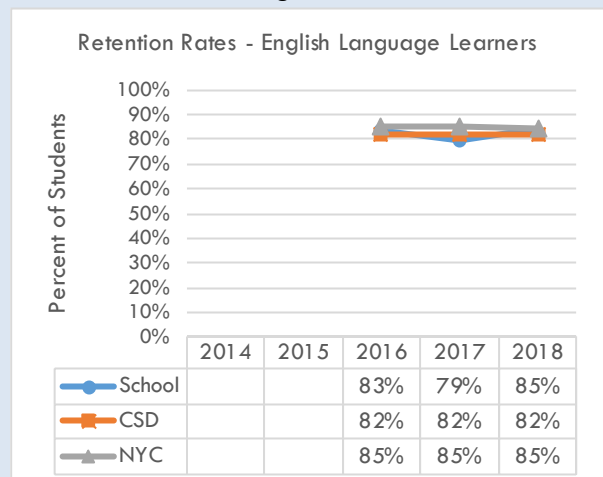


Figure 16

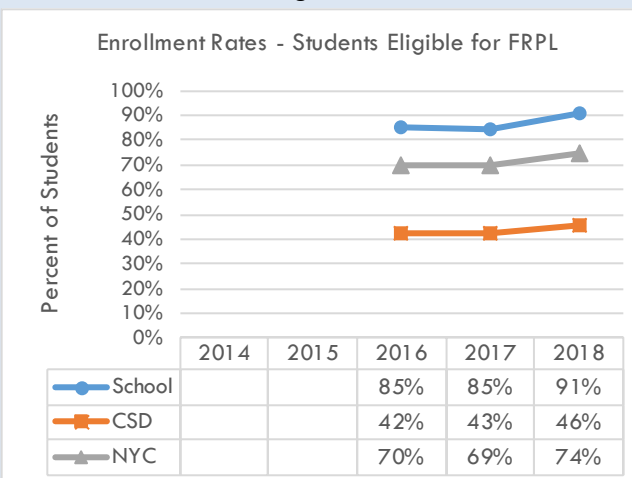


Figure 17

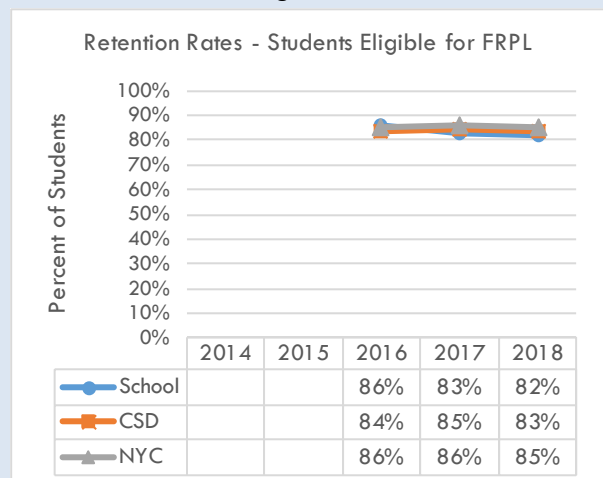


Figure 18

### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, FLI 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.

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#### SCHOOL FINANCES

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

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

As a conversion charter school, FLI is responsible for paying UFT member employees in accordance with New York City's UFT collective bargaining agreement ("CBA"). In 2014, the CBA was amended to provide a general wage increase, and require employers, including conversion charter schools, to make a series of retroactive payments to represented employees. The DOE provided supplemental funding to FLI in October 2018 to cover a portion of these costs.

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#### PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>18</sup>	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 20

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<sup>18</sup> ● = 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

<b>Standards</b>	<b>Charter Term Outcomes<sup>18</sup></b>	<b>Details</b>
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 21
Debt management – school is meeting all current debt obligations	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Long-term Financial Sustainability</b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> 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. FLI has two evaluable years.
Debt to assets ratio less than 1.0	●	<b>2016-17: Met</b> <b>2017-18: Met</b> 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. FLI has two evaluable years.
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> 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. FLI has two evaluable years.

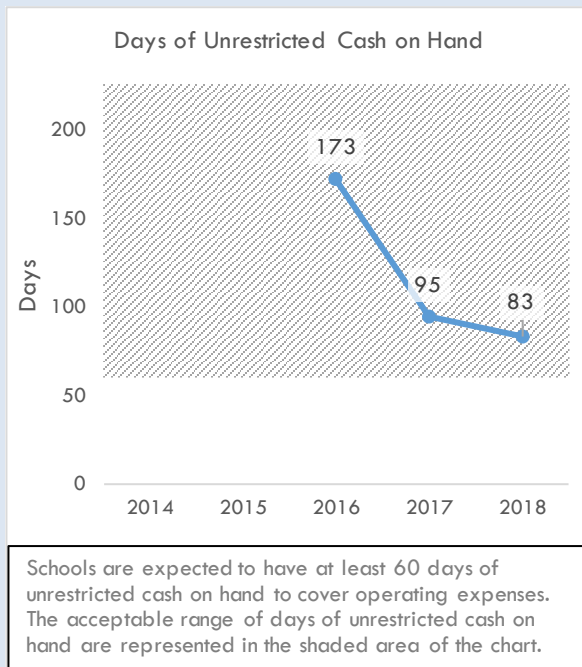


Figure 19

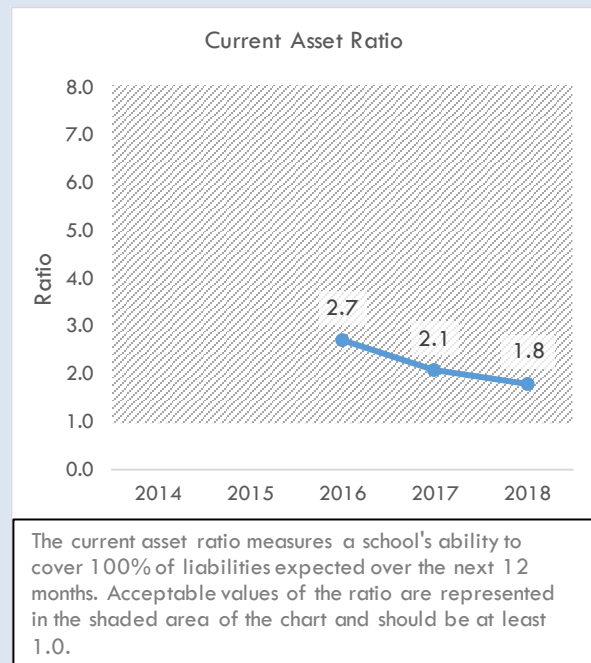


Figure 20

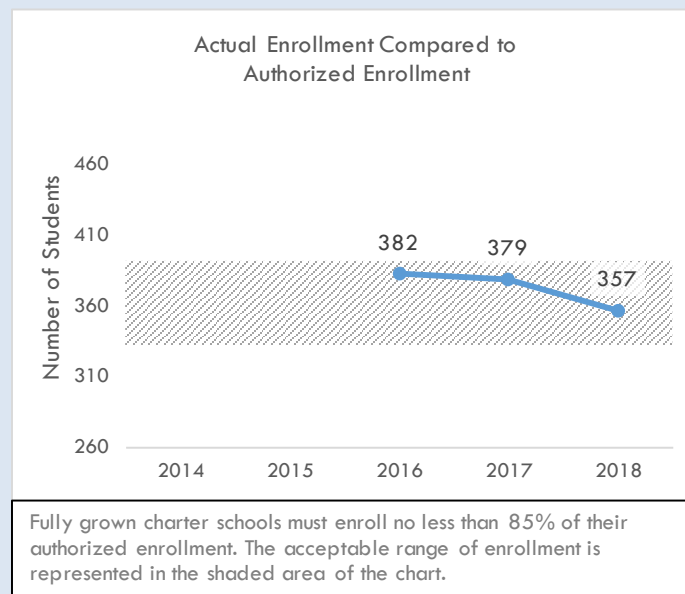


Figure 21

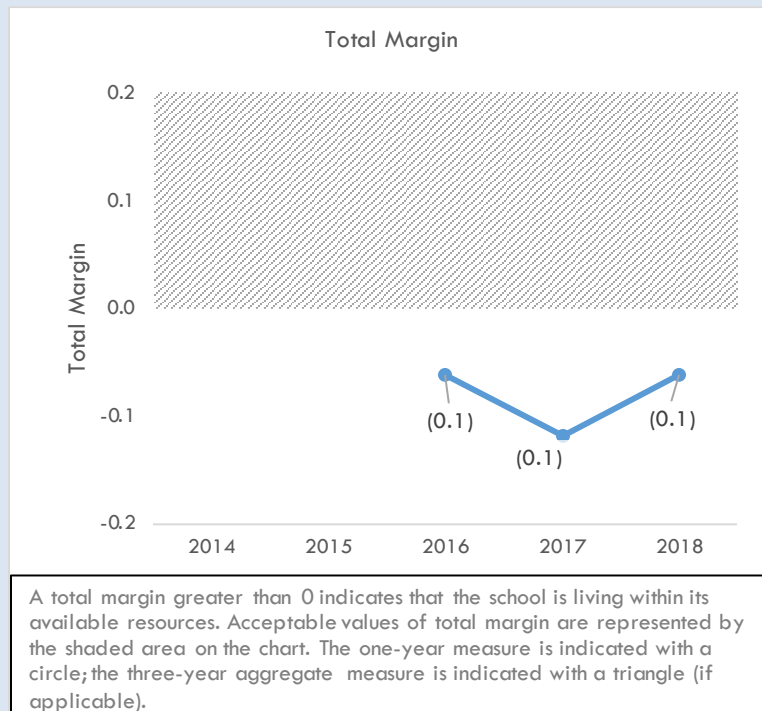


Figure 22

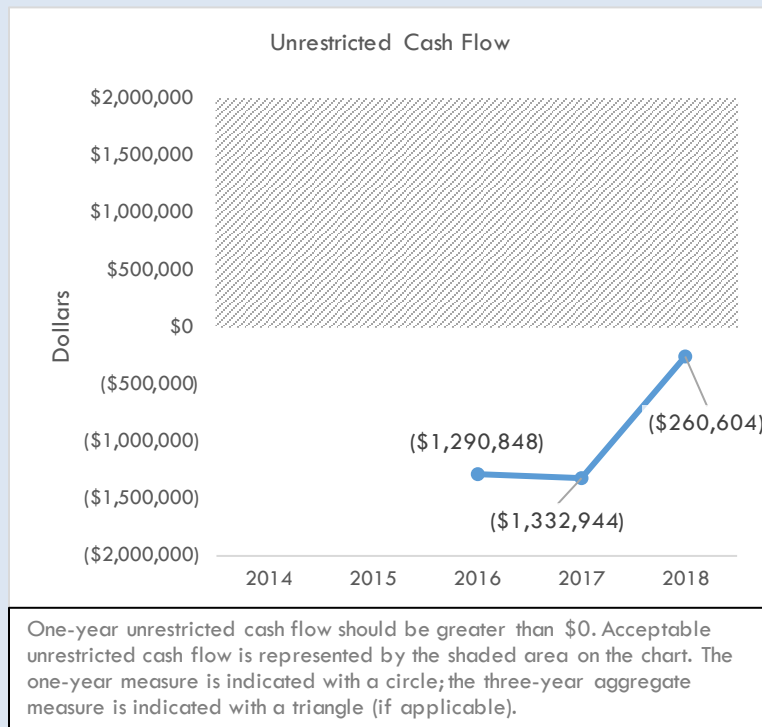


Figure 23



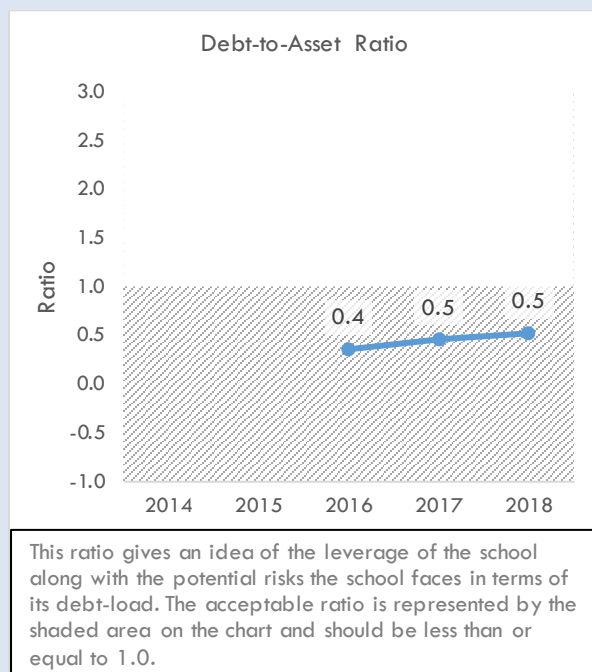


Figure 24

## APPENDIX A: SCHOOL OVERVIEW

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

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	2
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	1463
Number of Students Accepted via the Lottery (School Year 2018-2019)	124
<b>Lottery Preferences</b>	
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\*

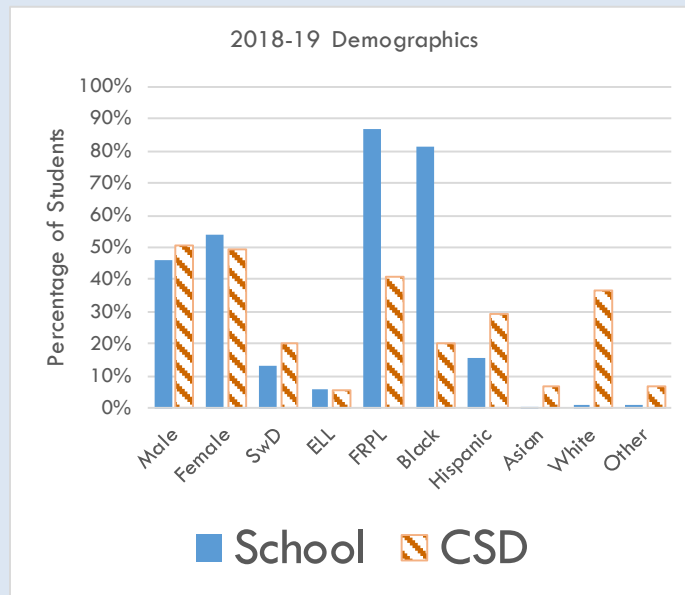


Figure 25

## SUSPENSION AND EXPULSION RATES<sup>xi</sup>

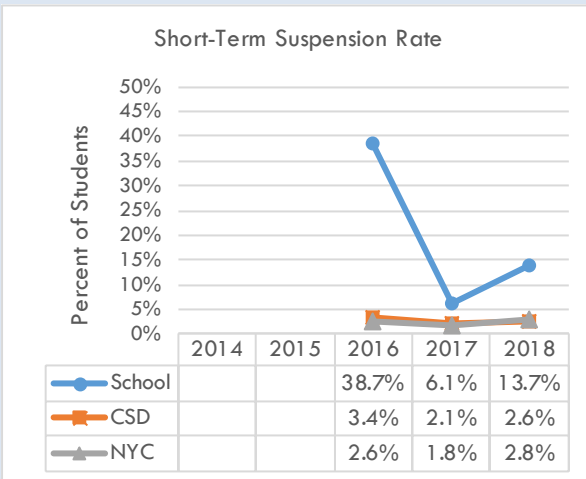


Figure 26

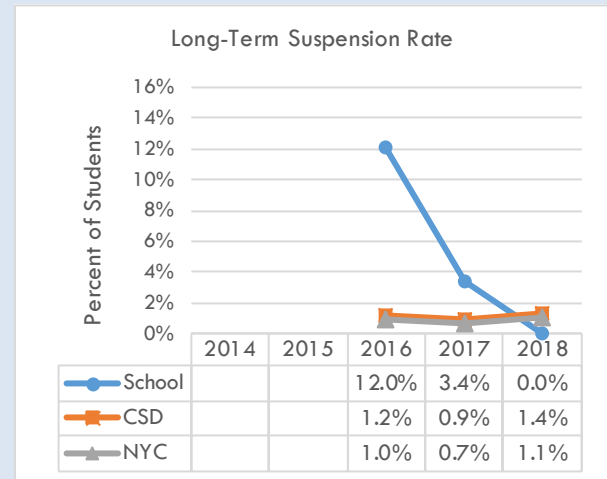


Figure 27

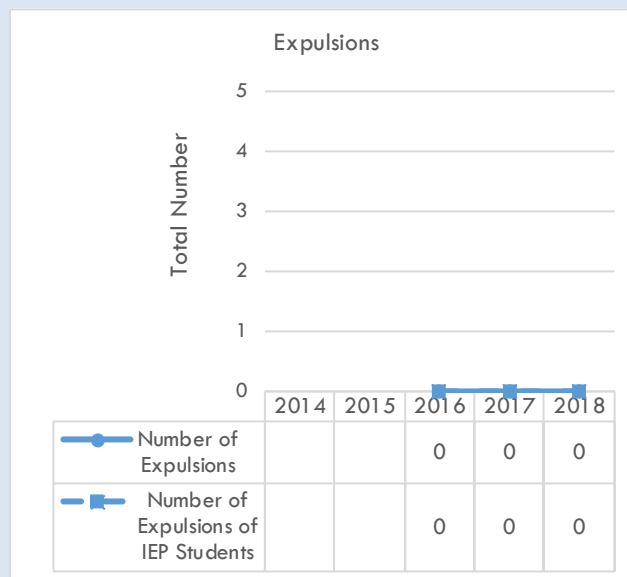


Figure 28

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Future Leaders Institute on October 18<sup>th</sup> and 19<sup>th</sup>, 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 students learning at tables, grouped or partnered desks, or on rugs; CAAT saw evidence of this.
- Evidence of the incorporation of elements of Restorative Justice practices, such as student circles in the Middle School (as part of our participation in the DOE's District-Charter Collaborative); CAAT did not observe this.
- Evidence of learning objectives are clearly posted in each classroom; CAAT saw evidence of this.
- Evidence of students using manipulatives, participating in scaffolded learning in ability-based groups, or utilizing laptops and tablets for individualized and differentiated instruction; CAAT saw evidence of this.
- Evidence of students receiving one-on-one or small group support from SETSS or ELL teachers, when required; CAAT saw evidence of this.
- Evidence of students actively engaged in their lessons; CAAT saw evidence of this.
- Evidence of positive student-teacher interactions taking place in respectful classroom environment; CAAT saw evidence of this.
- Evidence of teachers utilizing Accountable Talk to foster positive conversations; CAAT saw evidence of this.
- Evidence of behavior being monitored and documented through Kickboard; CAAT did not observe this.
- Evidence of classrooms filled with celebrations of student work; CAAT saw evidence of this.
- Evidence of teachers using rigorous texts and high-level questioning; CAAT saw evidence of this.
- Evidence of the use of hand signals for managing basic classroom routines as well as evidence of common student requests posted in every classroom and followed by the entire community; CAAT saw evidence of this.
- Evidence of Core Values posted in every classroom and hallway and reinforced both directly and indirectly by staff; CAAT saw evidence of this.

## APPENDIX C: ACADEMIC PERFORMANCE<sup>xii</sup>

### GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Future Leaders Institute Charter School</b>					
Grade 3			38%	36%	50%
Grade 4			33%	28%	39%
Grade 5			20%	21%	45%
Grade 6			23%	25%	55%
Grade 7			23%	38%	28%
Grade 8			33%	39%	58%
<b>DIFFERENCE FROM CSD</b>					
Grade 3			-23%	-25%	-17%
Grade 4			-26%	-36%	-28%
Grade 5			-32%	-36%	-13%
Grade 6			-31%	-24%	-10%
Grade 7			-34%	-29%	-36%
Grade 8			-21%	-25%	-10%

### GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Future Leaders Institute Charter School</b>					
Grade 3			29%	41%	34%
Grade 4			31%	34%	49%
Grade 5			10%	20%	27%
Grade 6			12%	13%	29%
Grade 7			28%	18%	26%
Grade 8			30%	32%	29%
<b>DIFFERENCE FROM CSD</b>					
Grade 3			-28%	-22%	-32%
Grade 4			-28%	-30%	-17%
Grade 5			-43%	-37%	-31%
Grade 6			-42%	-39%	-25%
Grade 7			-24%	-37%	-30%
Grade 8			15%	19%	11%

ENGLISH/LANGUAGE ARTS

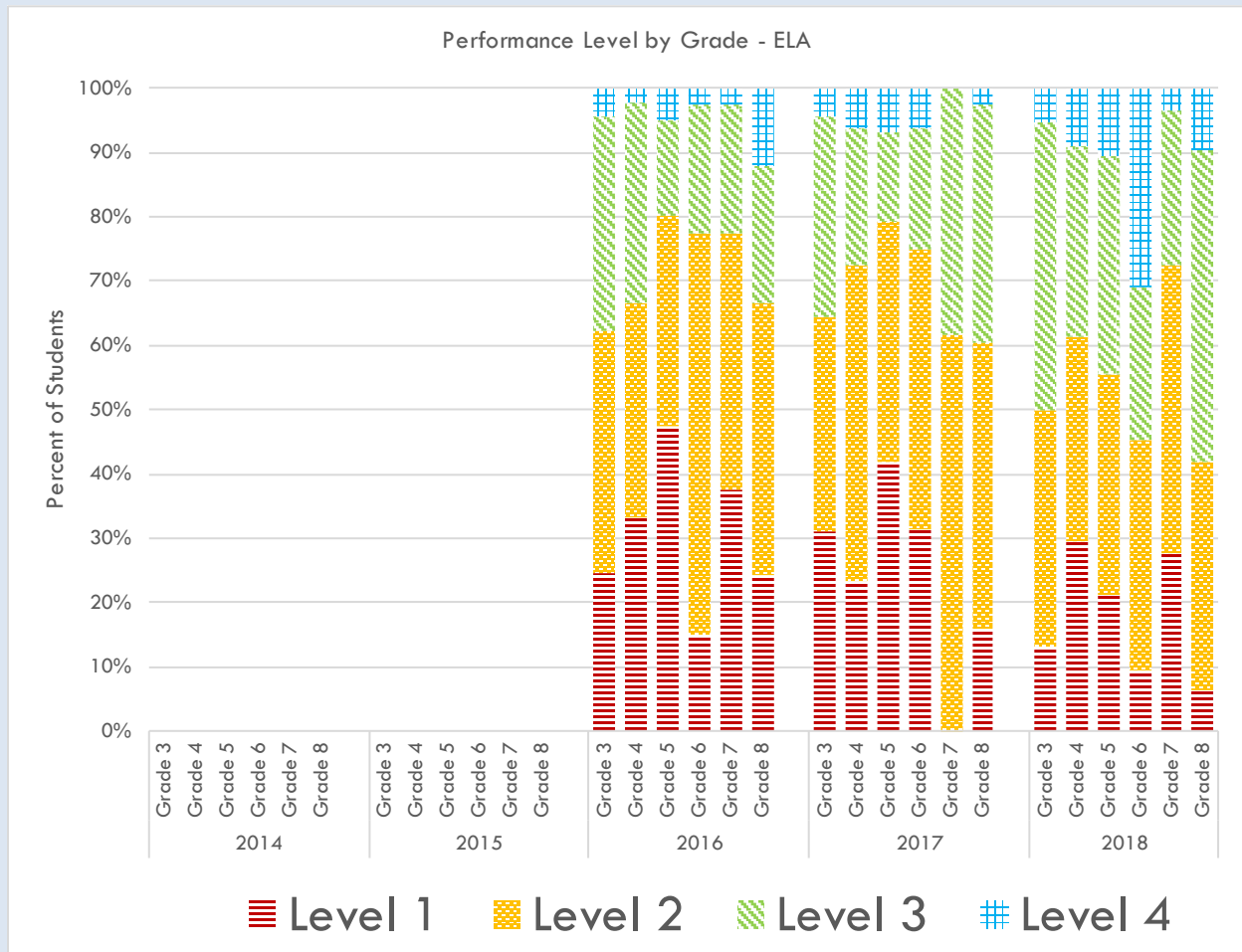


Figure 29

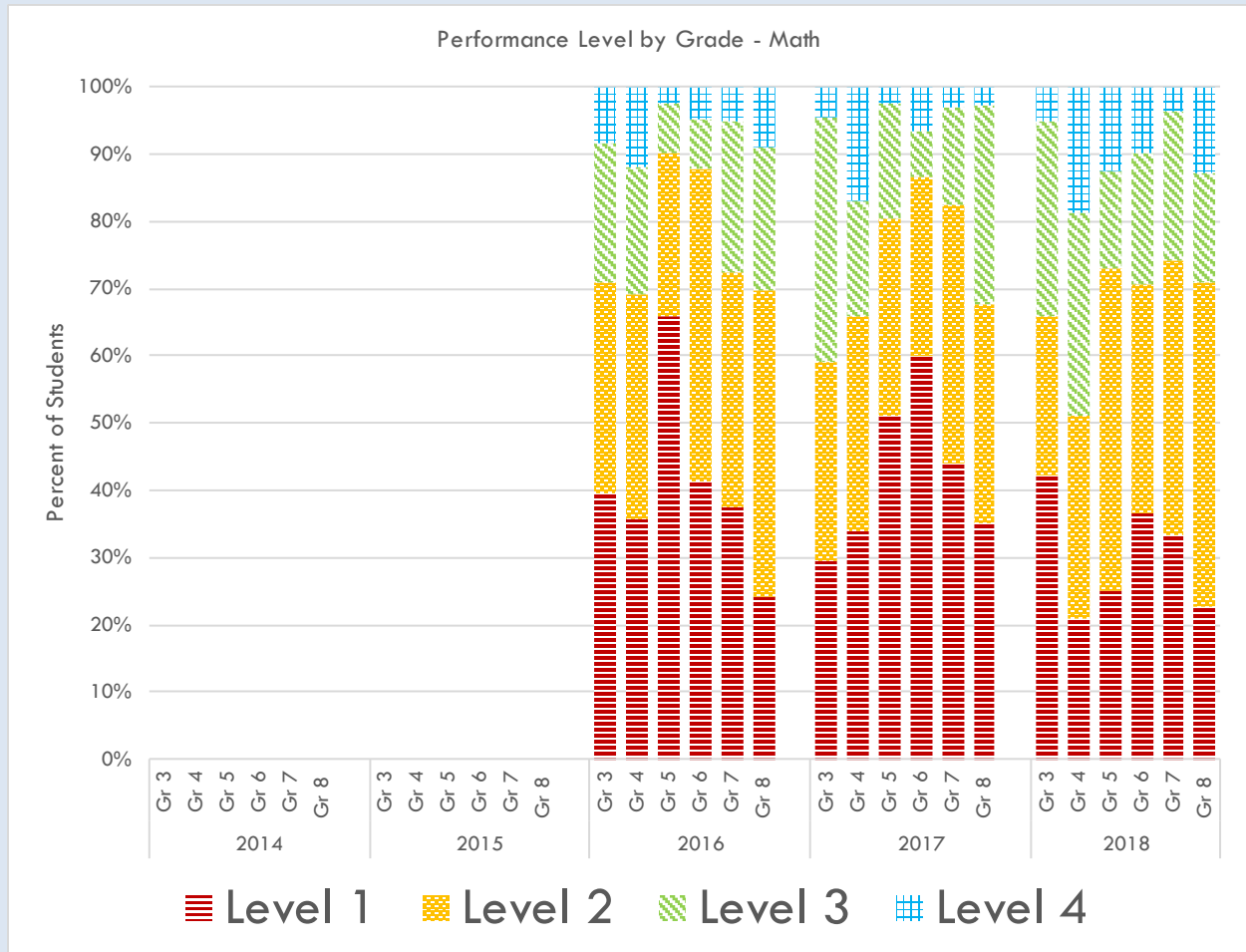


Figure 30



## APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable to charters serving high school grades.

## 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>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA exam scores	Met	
Academic Goal 2	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Math exam scores	Met	
Academic Goal 3	Where the school has an eligible subgroup population (deemed as five or more students) of English language learners, students with disabilities, and/or students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for those applicable populations in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA exam scores	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 4	Where the school has an eligible subgroup population (deemed as five or more students) of English language learners, students with disabilities, and/or students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Mathematics examination proficiency rates for those applicable populations in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Math exam scores	Not Met	This is partially met, but that is not an option. We had growth in FRPL and ELL. Our SPED effectively stayed the same with a 1 percentage point decrease. We are continuing to focus on developing our push-in SPED model. We are partnering with other schools to share best practices, particularly in our use of technology to better support differentiated instruction for our Math SPED program. We are also looking to include an additional Math instructor for our small group programs that give additional instructional time to students in-need.
Academic Goal 5	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for city. (Relevant for schools serving grades 3-8)	NYS ELA exam scores	Not Met	We did not completely close the gap with the more affluent City, but we are now within 1 percentage point after the tremendous growth we achieved in 2018. Relative to the City's FRPL population, our FRPL students outperformed the City. We also made incredibly strong strides in closing the gap in 2017-18. We will continue this positive momentum by fostering teacher to-teacher learning and collaboration, investing in small group instruction, utilizing technology, and providing additional instructional time for remediation throughout the school year.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 6	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8)	NYS ELA exam scores	Not Met	We did not completely close the gap with the more affluent CSD 3 (the rate of FRPL in CSD 3 is ~45% vs. ~90% for our school). Relative to CSD 3's FRPL population, our FRPL students outperformed CSD 3. We also made incredibly strong strides in closing the gap in 2017-18. We will continue this positive momentum by fostering teacher to-teacher learning and collaboration, investing in small group instruction, utilizing technology, and providing additional instructional time for remediation throughout the school year.
Academic Goal 7	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for city. (Relevant for schools serving grades 3-8)	NYS Math exam scores	Not Met	We did not completely close the gap with the more affluent City, but we made strong gains with the tremendous growth we achieved in 2018. We will continue this positive momentum by fostering teacher-to teacher learning and collaboration, investing in small group instruction, utilizing technology, and providing additional instructional time for remediation throughout the school year.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 8	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)	NYS Math exam scores	Not Met	We did not completely close the gap with the more affluent CSD 3 (the rate of FRPL in CSD 3 is ~45% vs. ~90% for our school). Relative to CSD 3's FRPL population, our FRPL students outperformed CSD 3. We also made incredibly strong strides in closing the gap in 2017-18. We will continue this positive momentum by fostering teacher to-teacher learning and collaboration, investing in small group instruction, utilizing technology, and providing additional instructional time for remediation throughout the school year.
Academic Goal 9	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the home Community School District of the plurality of the school's students.	NYS ELA exam scores	Met	
Academic Goal 10	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the home Community School District of the plurality of the school's students.	NYS Math exam score	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	For each year of the school's renewal charter term, 100% of its graduating 8th graders will place into high schools with at least a 75% graduation rate.	Student Transfer Records	Met	
Academic Goal 12	The school will cultivate leadership skills in our students and will provide our students with leadership opportunities through measures such as student participation in social activism, leadership training, student government, and community service activities.	Curriculum and Student Activities	Met	
Org Goal 1	The Parent Involvement Committee will promote and facilitate active participation in a vibrant school community, as evidenced by meeting at least once every term.	PIC Records	Met	
Org Goal 2	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages that agree or strongly agree with the key questions indicating satisfaction identified in the NYC DOE Charter Schools Accountability Handbook. The school will only have met this goal if 50% or more parents participate in the survey.	NYC DOE Survey	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 3	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages that agree or strongly agree with the key questions indicating satisfaction identified in the NYC DOE Charter Schools Accountability Handbook. The school will only have met this goal if 50% or more staff participate in the survey.	NYC DOE Survey	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 4	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages that agree or strongly agree with the key questions indicating satisfaction identified in the NYC DOE Charter Schools Accountability Handbook. The school will only have met this goal if 50% or more students participate in the survey. (Relevant for schools serving grades 6-12 only)	NYC DOE Survey	Met	
Org Goal 5	Each year, the percentage of students enrolled on the last day of the school year that return the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS Records		We have not received the necessary information to know how we performed relative to the CSD.
Org Goal 6	Each year, the school will have an average daily student attendance rate greater than the average for the Community School District (CSD) of location for elementary and middle schools and the	ATS Records	Met	



Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	citywide average for high schools.			
Org Goal 7	Each year, the school will meet any applicable student enrollment and retention targets, as prescribed by the Board of Regents, for English language learners, students with disabilities, and students eligible for free and reduced price lunch.	ATS Records	Not Met	This is partially met, but that is not an option. We had growth in FRPL and ELL. Our SPED effectively stayed the same with a 1 percentage point decrease. We are continuing to focus on developing our push-in SPED model. We are partnering with other schools
Financial Goal 1	For each year of the school's renewal charter term, the school will strategically invest capital from its reserve fund into assets, infrastructure, programs and other investments in furtherance of achieving the school's goals related to absolute performance and academic growth.	Financial Records	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 2	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported on their yearly independent fiscal audit.	Financial Records	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.	Financial Records	Not Met	The school ran a planned deficit in 2017-18 to invest in student achievement. Cash flow continues to remain stable.

## 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

Serving historically disadvantaged students is at the heart of FLI's mission. We have enrolled significantly more economically disadvantaged students than the recruitment target. All of our student recruitment efforts are aimed at recruiting economically disadvantaged students by targeting the districts and neighborhoods in NYC with the greatest need. We engage in many forms of outreach, promotional and communication activities for student recruitment throughout the year, beginning primarily in December preceding the lottery and continuing throughout the summer. These outreach activities include online, print, canvassing and direct (in-person) forms of communication. For online promotions and outreach, FLI has a dedicated page on our school website for Admissions ([www.futureleadersinstitute.org/admissions](http://www.futureleadersinstitute.org/admissions)) which includes all information for enrollment, including current year's application (posted on December 1) and the lottery process and date. Also, there is a dedicated email address ([admissions@futureleadersinstitute.org](mailto:admissions@futureleadersinstitute.org)) for families to communicate with FLI if they are interested in or have questions about admissions; families can submit applications via this email address as well. FLI participates in the New York City Charter School Center's online Common Application, and provides the direct link on the Admissions page for the public to complete an application electronically. Additional online outreach and promotion include efforts such as Facebook campaigns. Print advertising includes publishing admissions and recruitment advertisements in local newspapers and publications from January through March. FLI's advertisement content includes the method and deadlines for submitting an application, the school website, school contact information, and a list of our Information Session (open houses) dates. Canvassing to local Harlem and South Bronx pre-schools, community centers, businesses and other agencies begins in November and continues throughout the school year. FLI staff distribute student recruitment flyers (and applications, beginning in December) to these sites, give admissions presentations, and meet with parents and families.

We repeated the same efforts described in 2017-18, with newspaper advertisements, social media campaigns, and canvassing. We also made significant improvements to our student recruitment in-room presentation and marketing brochure to provide greater detail on our school's mission, pedagogy, and services for all students. We recorded via Facebook Live our recruitment sessions and Q&A so that families who could not make it in-person could still view the information. We also recorded the presentation so that

we could play it for families who were enrolling their children and had not been able to attend an Open House. Please see below for the dates we had for Open Houses: January 2018 - Wednesday, January 17th at 5:30 PM-6:30 PM / 5. PM - Saturday, January 27th at 11:00 AM-12:00 PM February 2018 - Tuesday, February 6th at 9:00 AM-10:00 PM - Saturday, February 10th at 11:00 AM-12:00 PM - Thursday, February 15th at 5:30 PM-6:30 PM March 2018 - Saturday, March 3rd at 11:00 AM-12:00 PM - Wednesday, March 7th at 9:00 AM-10:00 PM - Wednesday, March 20th at 5:30 PM-6:30 PM - Saturday, March 24th at 11:00 AM-12:00 PM.

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## ENGLISH LANGUAGE LEARNERS

Future Leaders Institute Charter School engages with parents and families, current and prospective, who speak languages other than English in a variety of ways. With respect to student recruitment, FLI's application is translated and available in Spanish and French (our school's predominant ELL populations). Our ELL Coordinator participates in the recruitment process by being available during Information Sessions, on lottery drawing day, and during enrollment sessions (post lottery). FLI engages in ELL advertising via periodicals such as *El Diario*, a neighborhood newspaper directed to New York's Spanish speaking community. Finally, our staff engages our bilingual teachers and parents to assist with communicating with families who speak languages other than English to keep all potential applicants informed during the admissions and enrollment process. FLI is also a member of an ELL collaborative which focuses on constantly improving our ELL instruction and relationships with ELL families, both current and prospective.

We repeated the same efforts described in 2017-18, with newspaper advertisements, social media campaigns, and canvassing as well as utilizing our ELL Coordinator and dual-language staff members. We also made significant improvements to our student recruitment in-room presentation and marketing brochure to provide greater detail on our school's mission, pedagogy, and services for all students. We recorded via Facebook Live our recruitment sessions and Q&A so that families who could not make it in-person could still view the information. We also recorded the presentation so that we could play it for families who were enrolling their children and had not been able to attend an Open House. Please see below for the dates we had for Open Houses: January 2018 - Wednesday, January 17th at 5:30 PM-6:30 PM - Saturday, January 27th at 11:00 AM-12:00 PM February 2018 - Tuesday, February 6th at 9:00 AM-10:00 PM - Saturday, February 10th at 11:00 AM-12:00 PM. - Thursday, February 15th at 5:30 PM-6:30 PM March 2018 - Saturday, March 3rd at 11:00 AM-12:00 PM - Wednesday, March 7th at 9:00 AM-10:00 PM - Wednesday, March 20th at 5:30 PM-6:30 PM - Saturday, March 24th at 11:00 AM-12:00 PM.

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## STUDENT S WITH DISABILITIES

An inclusive approach, FLI includes information on our school's SPED services within all of our standard advertisements, not as separate advertisements, and it's a point of emphasis during our recruitment sessions and open houses. In addition, FLI's IEP Coordinator or SETSS instructors participate in recruitment, lottery, and enrollment sessions. During this time, they speak with prospective parents and students about our program and remain available for further conversation via email and phone correspondence throughout the summer.

We repeated the same efforts described in 2017-18, with newspaper advertisements, social media campaigns, and canvassing, as well as utilizing our SETSS staff. We also made significant improvements to our student recruitment in-room presentation and marketing brochure to provide greater detail on our school's mission, pedagogy, and services for all students. We recorded via Facebook Live our recruitment sessions and Q&A so that families who could not make it in-person could still view the information. We also recorded

the presentation so that we could play it for families who were enrolling their children and had not been able to attend an Open House. Please see below for the dates we had for Open Houses: January 2018 - Wednesday, January 17th at 5:30 PM-6:30 PM - Saturday, January 27th at 11:00 AM-12:00 PM February 2018 - Tuesday, February 6th at 9:00 AM-10:00 PM - Saturday, February 10th at 11:00 AM-12:00 PM - Thursday, February 15th at 5:30 PM-6:30 PM March 2018 - Saturday, March 3rd at 11:00 AM-12:00 PM - Wednesday, March 7th at 9:00 AM-10:00 PM - Wednesday, March 20th at 5:30 PM-6:30 PM - Saturday, March 24th at 11:00 AM-12:00 PM.

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## RETENTION

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### ECONOMICALLY DISADVANTAGED

We will continue to build on the work we have always done to support economically disadvantaged students. In the 2018-19 year, we are continuing to expand the responsibility of letting our students selectively take their school-issued laptops home, as we know many of our students do not have access to technology. Additionally, we are continuing our collaboration with the DOE to focus on instituting Restorative Justice practices to make sure that we are fully equipping our teachers for addressing student misbehavior in productive ways, and minimizing suspensions, which lead to loss in instructional time and burdens on families. We have also drastically improved our attendance policy, including the formation of a non-punitive Attendance Team, so that we can ensure we are providing comprehensive support to our families in getting our students to school prepared and on-time each day. We have also spent quality time this summer building out a much stronger process for our Holistic Team to ensure that our students with the greatest needs are receiving comprehensive, intentional support from across the school and the community where applicable. This will be the first year in a multi-year process of improving our Holistic Team capabilities.

We have worked hard to make sure that we are welcoming and supportive place for our families. We make sure to distribute information on available services in our neighborhood for our families, such as financial assistance, health clinics, or transportation support. We also set aside additional money than we had in previous years to help economically disadvantaged purchase the school uniform. Our counselors work in tandem with the school administration and teachers to ensure provide all available support for our growing number of homeless students.

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### ENGLISH LANGUAGE LEARNERS

We have a full time ELL Coordinator, who provides targeted instruction for our ELL students from the moment they enroll at FLI. We have continued to prioritize supporting our ELL students in mastering the English language efficiently and effectively. For instance, we have continued to invest in the use of an English language remediation software for ELL students called “Learning AZ.” Additionally, we support ELL students through the use of certified push-in teachers, in addition to our ELL Coordinator, in inclusion classrooms. These services provide students with the support they need while still enabling them to stay in the classroom alongside their classmates. We have multiple staff members who are fluent in Spanish and French, which significantly helps with communication with families. We also have translation services available for all of our written communication. We also participate in an ELL Collaborative with schools across New York City to enhance and improve our ELL program through the sharing and piloting of best practices. We will continue to provide the best possible ELL instruction, including the continuation of the efforts described in 2017-18. We are also exploring other technologies that we can use to improve both instruction and communication with families next school year. Additionally, we are continuing our collaboration with the DOE to focus on

instituting Restorative Justice practices to make sure that we are fully equipping our teachers for addressing student misbehavior in productive ways, and minimizing suspensions, which lead to loss in instructional time and burdens on families. We have also spent quality time this summer building out a much stronger process for our Holistic Team to ensure that our students with the greatest needs are receiving comprehensive, intentional support from across the school and the community where applicable. This will be the first year in a multi-year process of improving our Holistic Team capabilities.

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## STUDENTS WITH DISABILITIES

We believe that the best retention for students with disabilities is to provide the best possible differentiated instruction for our students. Our IEP Coordinator is tasked with ensuring that we meet our IEP obligations and provide an excellent academic experience for all students with IEPs. In doing so, the IEP Coordinator works with the SETSS teachers to ensure that they are communicating with classroom teachers in seamlessly integrating IEPs into the instruction students receive throughout the school day. In providing these services, we utilize SETSS push-in teachers in inclusion classrooms. These SETSS push-in teachers provide students with the support they need while still enabling them to participate in all classroom activities alongside their classmates. The SETSS teachers also lead small-group, differentiated instruction which gives special education students the opportunity to learn at the appropriate pace and level based on their abilities and specific needs.

We will continue to provide the best possible differentiated instruction next year. We are also exploring technology and software our students can use both at school and at home to better meet their individual needs. Additionally, we are continuing our collaboration with the DOE to focus on instituting Restorative Justice practices to make sure that we are fully equipping our teachers for addressing student misbehavior in productive ways, and minimizing suspensions, which lead to loss in instructional time and burdens on families. We have also spent quality time this summer building out a much stronger process for our Holistic Team to ensure that our students with the greatest needs are receiving comprehensive, intentional support from across the school and the community where applicable. This will be the first year in a multi-year process of improving our Holistic Team capabilities.

## 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](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8).

## APPENDIX I: SUPPLEMENTARY DATA

Although located in CSD 3, FLI is located directly across the street from a CSD 5 boundary line. Over the course of its charter term, FLI has consistently served a plurality of students living in CSD 5; in 2018-2019, 29% of their students came from CSD 5, compared with 8% coming from CSD 3.<sup>xiv</sup>

FLI's performance relative to CSD 5 in testing, attendance, enrollment, and retention is presented on the following pages for informational purposes.



## COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

### GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>xv</sup>

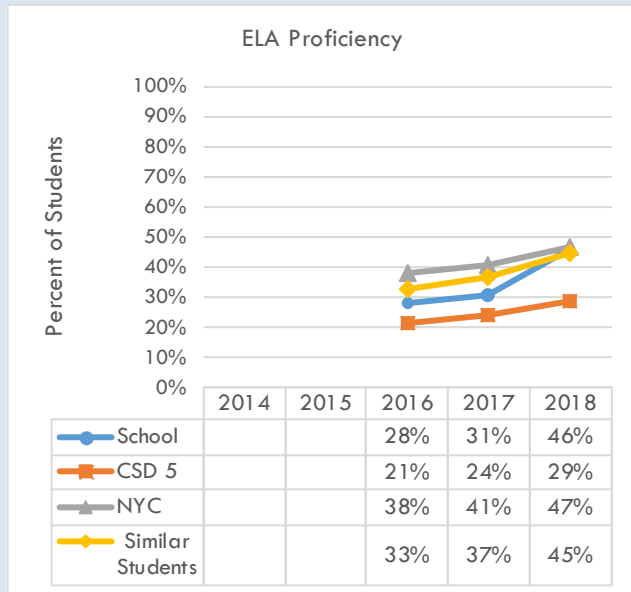


Figure 31

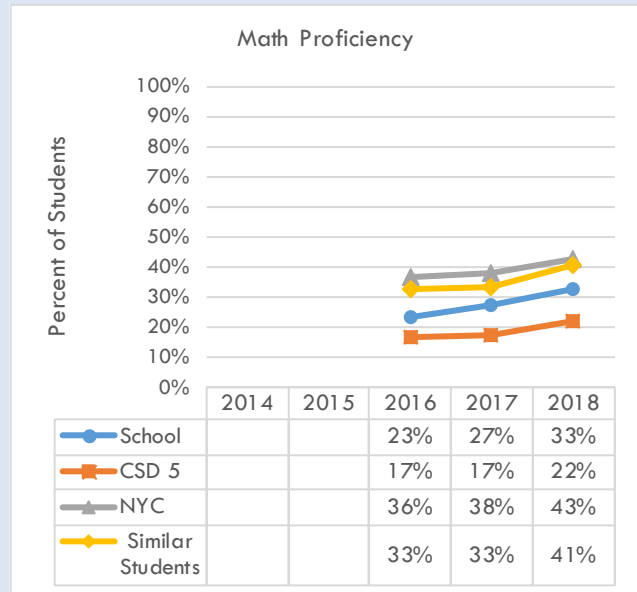


Figure 32

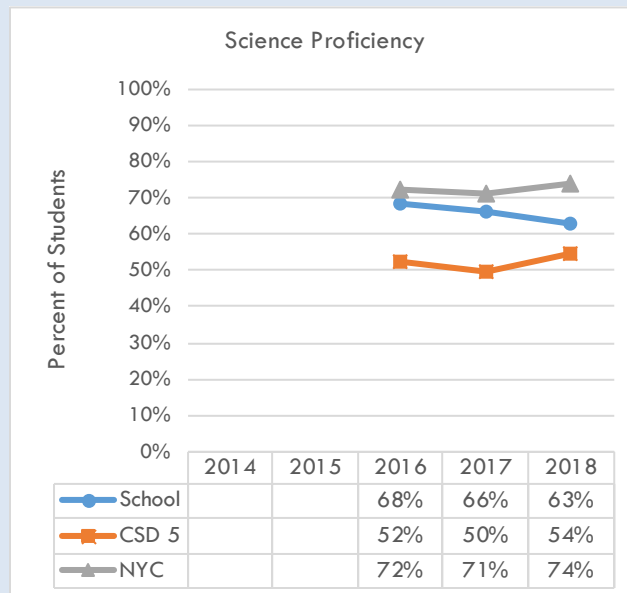


Figure 33

## CLOSING THE ACHIEVEMENT GAP

### GRADE 3-8 ENGLISH LANGUAGE ARTS<sup>xvi</sup>

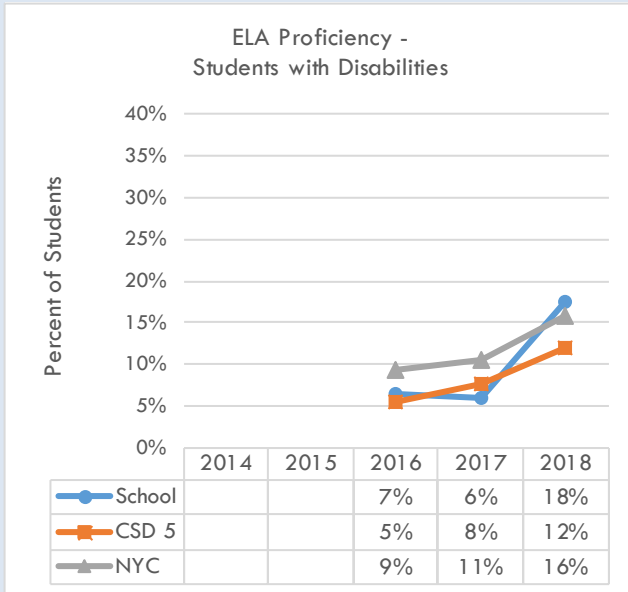


Figure 34

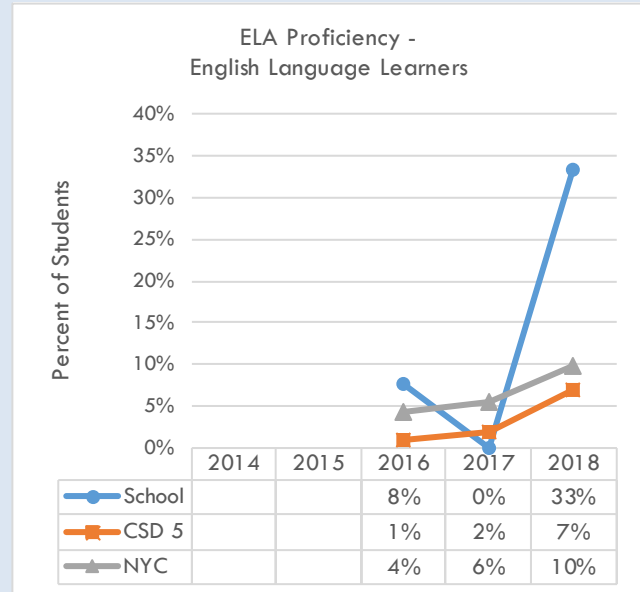


Figure 35

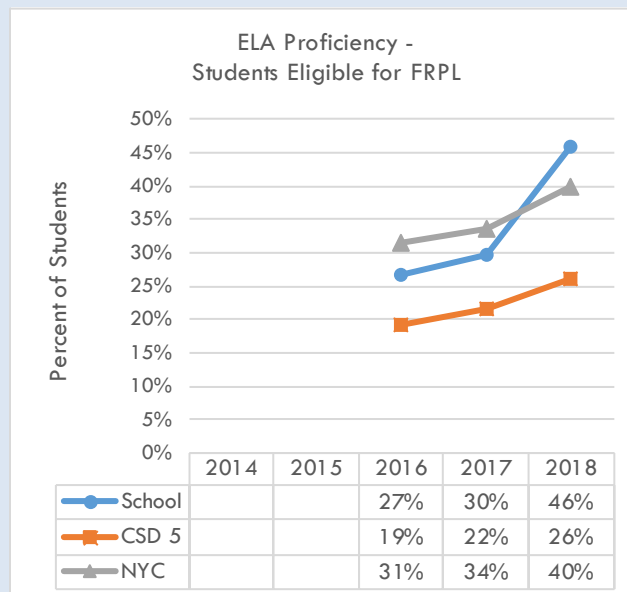


Figure 36

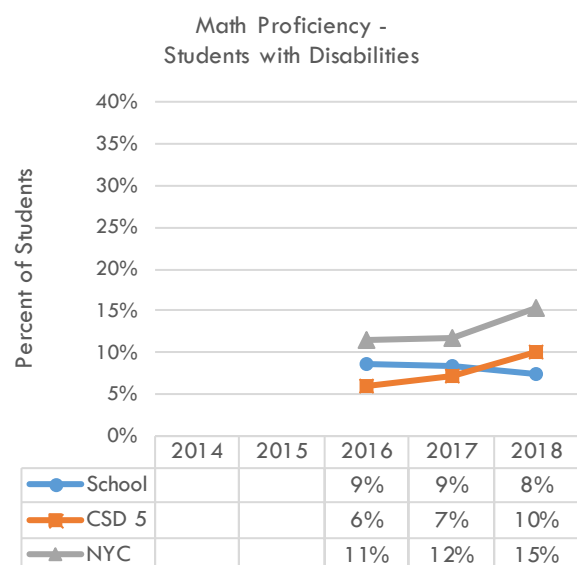


Figure 37

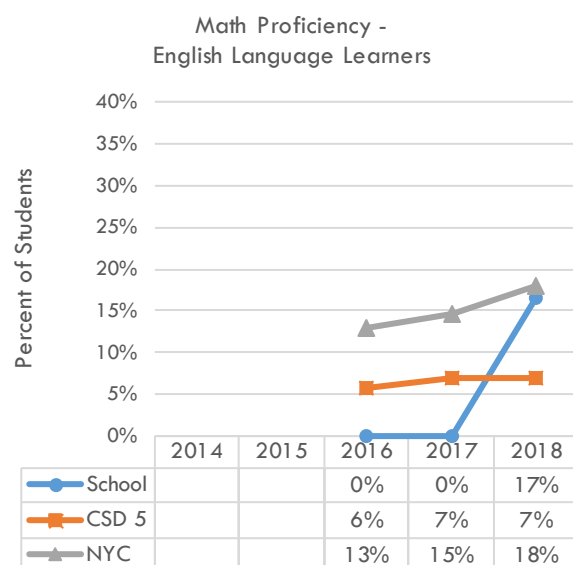


Figure 38

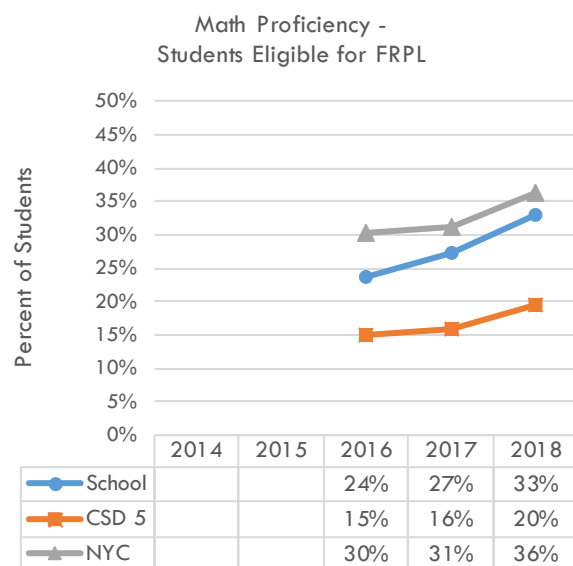


Figure 39

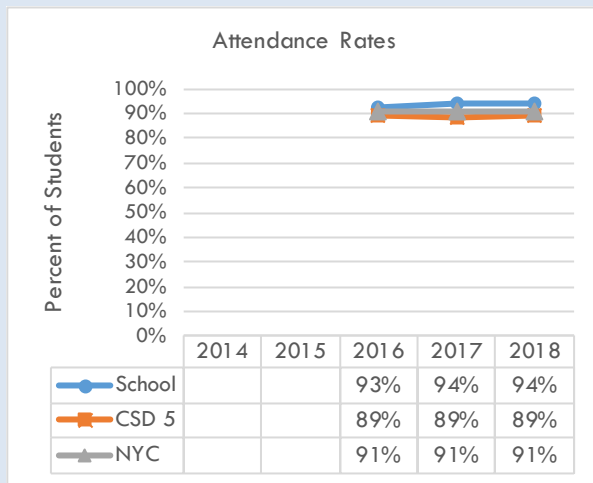


Figure 40

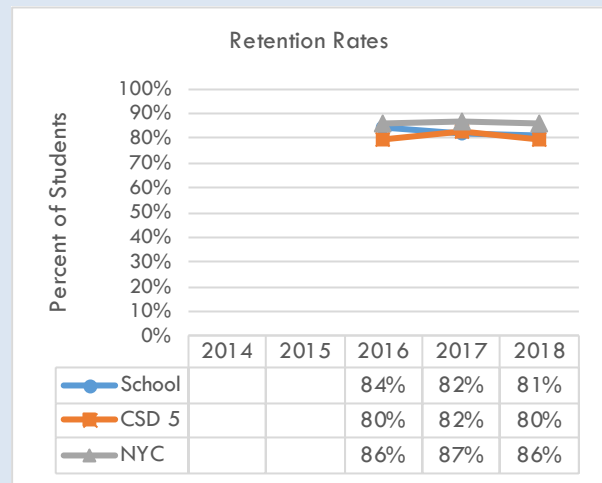


Figure 41

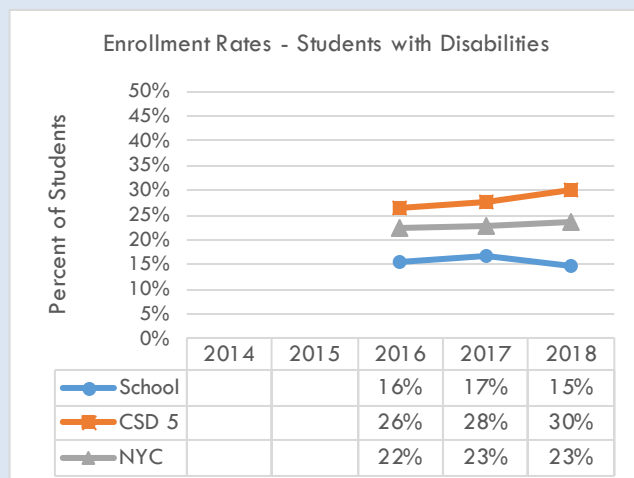


Figure 42

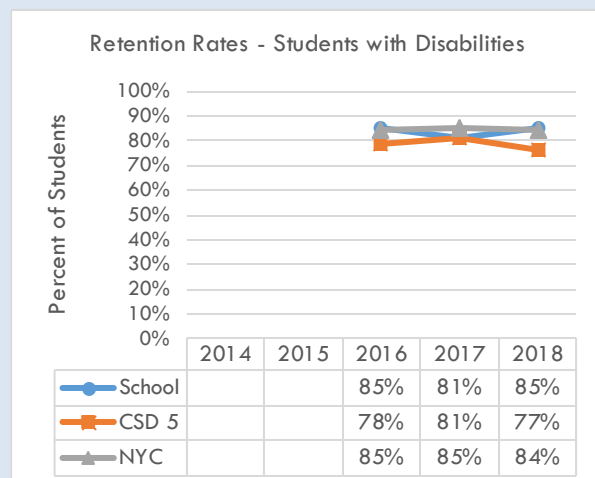


Figure 43

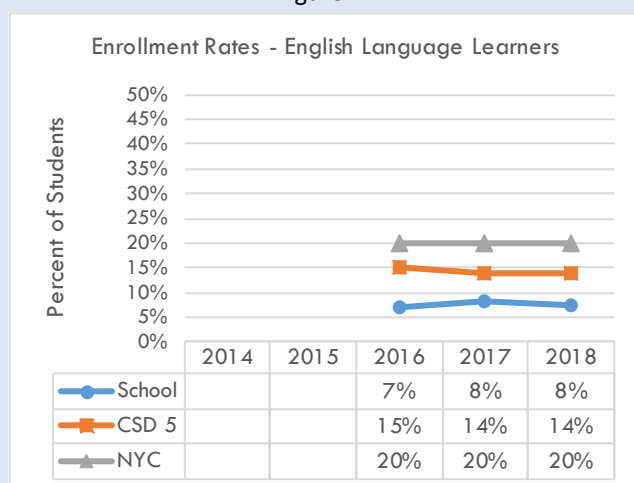


Figure 44

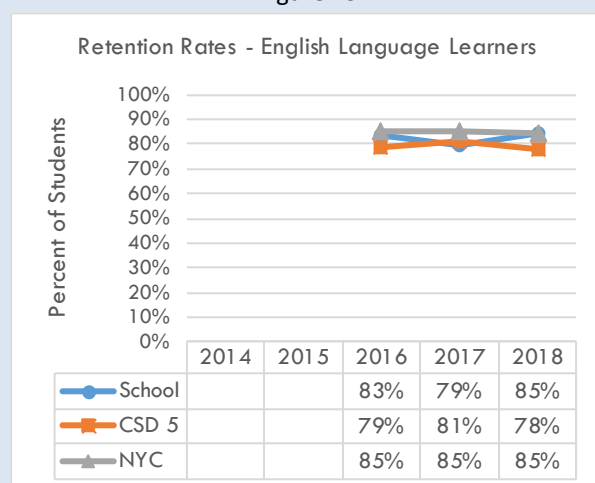


Figure 45

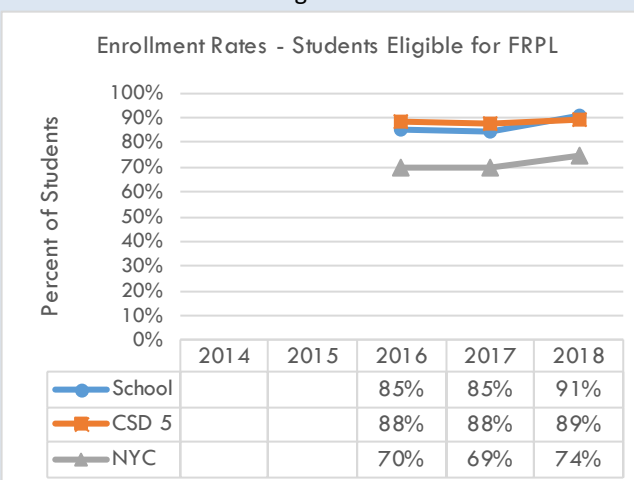


Figure 46

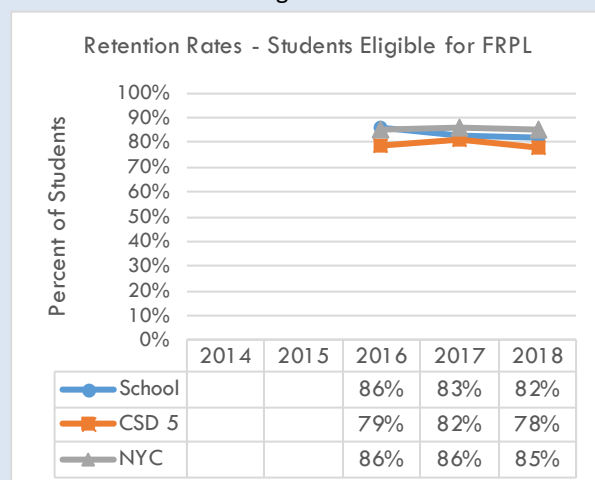


Figure 47

## SOURCES

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

<sup>ii</sup> 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>.

<sup>iii</sup> 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>.

<sup>iv</sup> 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>.

<sup>v</sup> Calculations based on data reported by the school in its renewal data collection form.

<sup>vi</sup> 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.”

<sup>vii</sup> 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 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> 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 31<sup>st</sup> ATS pull for the evaluated year.

<sup>viii</sup> Annual school audit

<sup>ix</sup> Annual school audit

<sup>x</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>xi</sup> 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.

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

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

<sup>xiv</sup> Number of students actively enrolled on October 31, 2018 and home districts as recorded in ATS.

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<sup>xv</sup> 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>.

<sup>xvi</sup> 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>.

<sup>xvii</sup> 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>.

<sup>xviii</sup> 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 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> 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 31<sup>st</sup> ATS pull for the evaluated year.

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- Passed: 29
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