



**Department of  
Education**

Chancellor Richard A. Carranza

Renewal Report  
for Riverton Street Charter School

SCHOOL YEAR 2018-2019

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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](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>Riverton Street Charter School</b>	
DBN	84Q341
School Leader(s)	Andrea Whitehurst
Board Chair(s)	Keisha Phillips-Kong
Charter Management Organization (if applicable)	National Heritage Academies
Other Partner(s)	N/A
District(s) of Location	29
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(QAFE) 118-34 Riverton Street, Queens, NY 11412 Grades at Building: K-8 Facility Owner: Private
2018-2019 Enrollment <sup>1</sup>	968
2018-2019 Grades Served	K-8
Current Authorized Enrollment	990
Current Authorized Grade Span	K-8
School Opened For Instruction	2010-2011
School Year of First Renewal	2014-2015
Current Charter Term <sup>1</sup>	January 12, 2015 – 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

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term, five-year renewal for Riverton Street Charter School (“RSCS”).

<b>Recommendation</b>	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	990

## PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 990 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>Year 4 (2022-23)</b>	<b>Year 5 (2023-24)</b>
<b>K</b>	110	110	110	110	110	110
<b>1</b>	112	112	112	112	112	112
<b>2</b>	112	112	112	112	112	112
<b>3</b>	112	112	112	112	112	112
<b>4</b>	112	112	112	112	112	112
<b>5</b>	112	112	112	112	112	112
<b>6</b>	108	108	108	108	108	108
<b>7</b>	108	108	108	108	108	108
<b>8</b>	78	104	104	104	104	104
<b>TOTAL</b>	964	990	990	990	990	990

The school will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

RSCS received a 4.5 years full term renewal in the 2014-15 academic year with no conditions.

RSCS was not placed on notice during the current charter term.

## CHARTER SCHOOL BACKGROUND

RSCS is an elementary-middle school located in the St. Albans neighborhood of Queens. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 29.

The school is in its third charter term.

## SCHOOL HIGHLIGHTS<sup>2</sup>

According to the school's renewal report, "Each year since 2013-14, we have outpaced CSD 29 and city averages in ELA, math, and science in all grades, usually by double-digit margins. We usually surpassed city and district averages in the percent of students scoring at or above level three, in most grades and subjects. In each of the last five years, we met the goal of having over 50 percent of first- and second-graders at the school for two or more years perform at or above the 50th percentile on the spring NWEA test."

## CURRENT SCHOOL LEADERSHIP TEAM<sup>3</sup>

<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1. Andrea Whitehurst	Principal	4.0
2. Taleesha Hardy	Dean of K-2	5.0
3. Christin Mullen	Dean 3-5	2.0
4. Nadene Watson-Parchment	Dean of Middle School	5.0
5. Yu Kai Cheung	Dean of Special Education	4.0
6. Latoya Linton	Dean of Interventions and Specials	2.0

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<sup>2</sup> School Highlights provided directly by the charter school and have not been reviewed for accuracy.

<sup>3</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, RSCS 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.

Standards	Charter Term Outcomes <sup>4</sup>	Details
<b>Comparative Academic Performance</b>		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>5</sup>	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1

<sup>4</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>5</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>4</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	<b>2015-16: Not Met</b> <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>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A <sup>6</sup>	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A <sup>7</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	

<sup>6</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>7</sup> All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

Standards	Charter Term Outcomes <sup>4</sup>	Details
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	
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>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: N/A<sup>8</sup></b> See Figure 1
NYS Math exam proficiency rates increase	○	<b>2015-16: Not Met</b> <b>2016-17: Not 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	

<sup>8</sup> For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests 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>4</sup></b>	<b>Details</b>
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 <sup>9</sup>	N/A	
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	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	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 4

<sup>9</sup> This test was first administered during the 2017-2018 school year.

<b>Standards</b>	<b>Charter Term Outcomes<sup>4</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>10</sup> meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: 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>2015-16: Met</b> <b>2016-17: 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>2015-16: Met</b> <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>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: 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	

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<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>4</sup></b>	<b>Details</b>
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	
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	

<b>Standards</b>	<b>Charter Term Outcomes<sup>4</sup></b>	<b>Details</b>
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	
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	

<b>Standards</b>	<b>Charter Term Outcomes<sup>4</sup></b>	<b>Details</b>
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 <sup>11</sup>	N/A	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>12</sup>	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

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<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.

<sup>12</sup> 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 PERFORMANCE<sup>ii</sup>

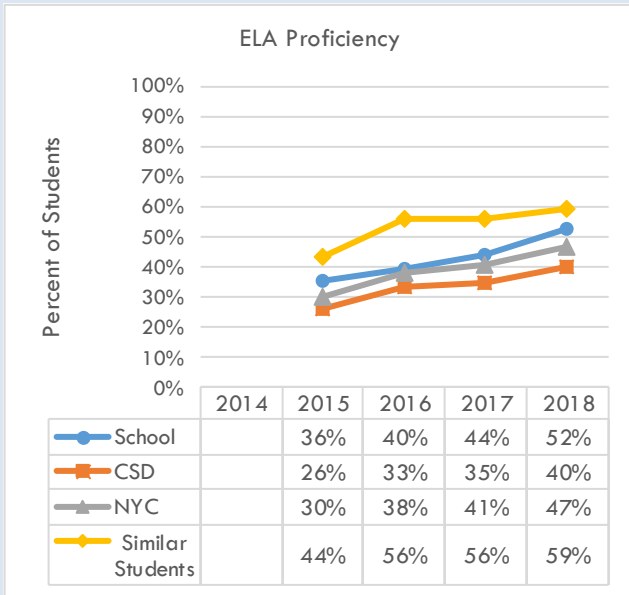


Figure 1

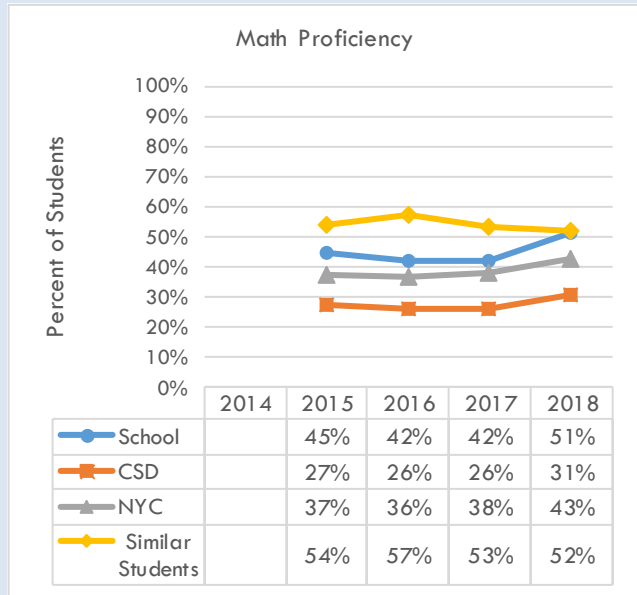


Figure 2

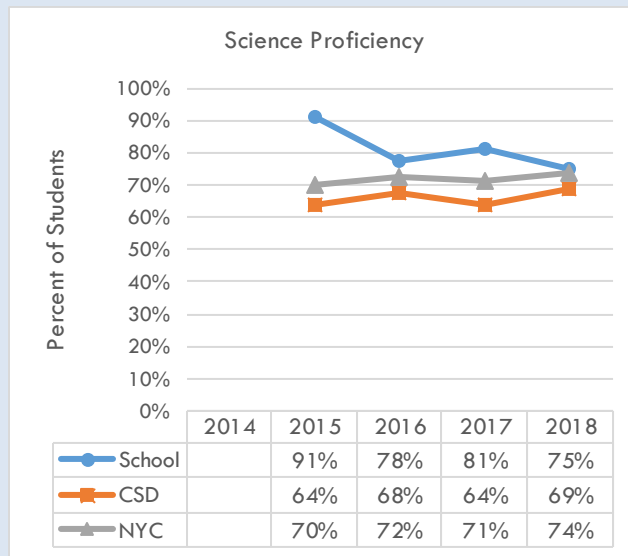


Figure 3

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

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

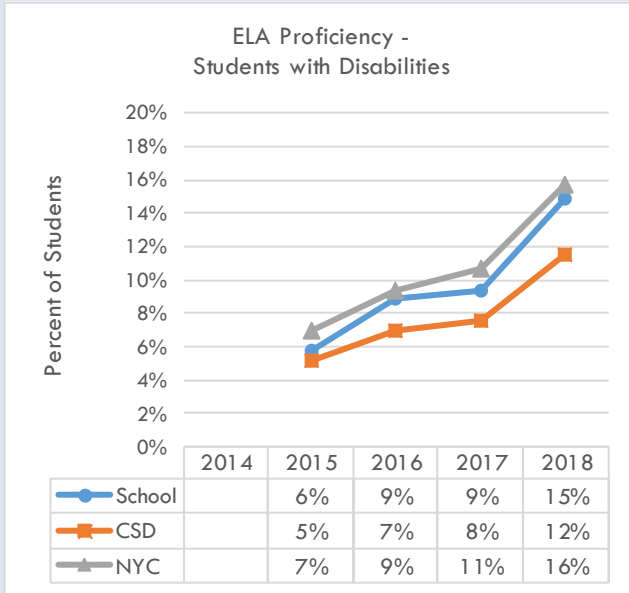


Figure 4

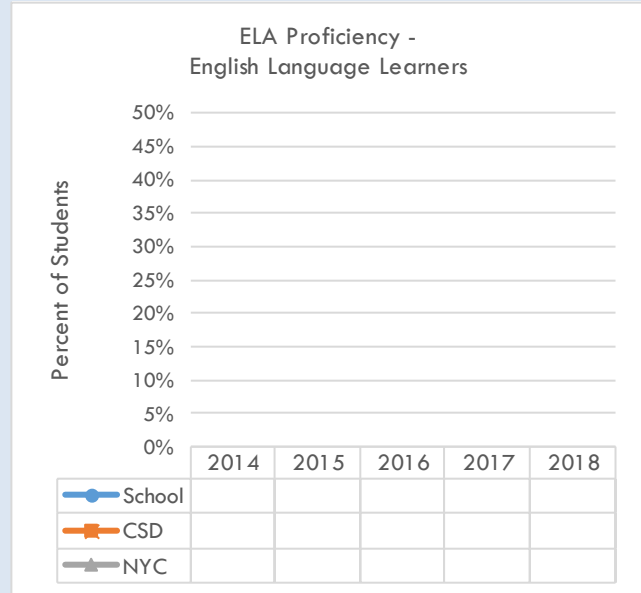


Figure 5

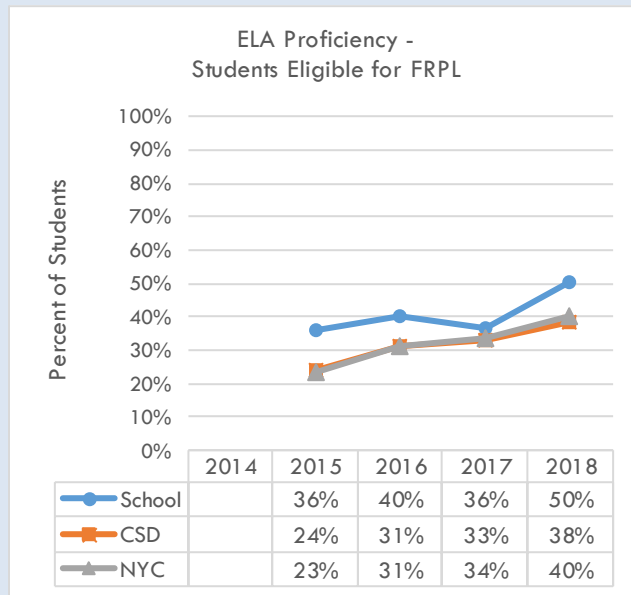


Figure 6

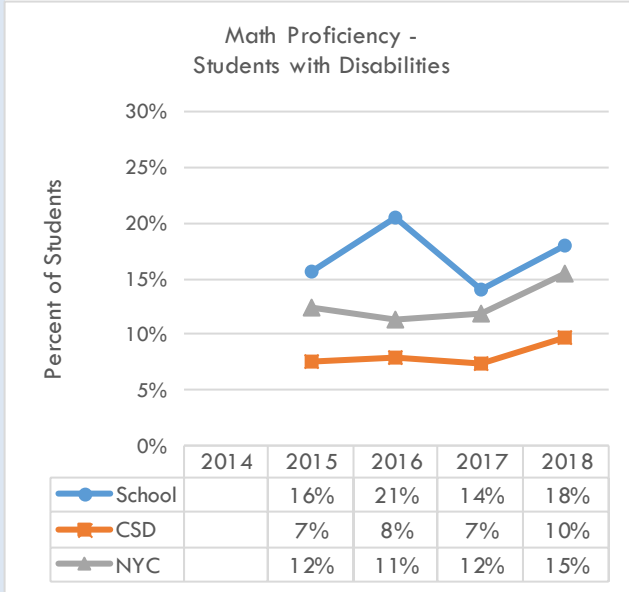


Figure 7

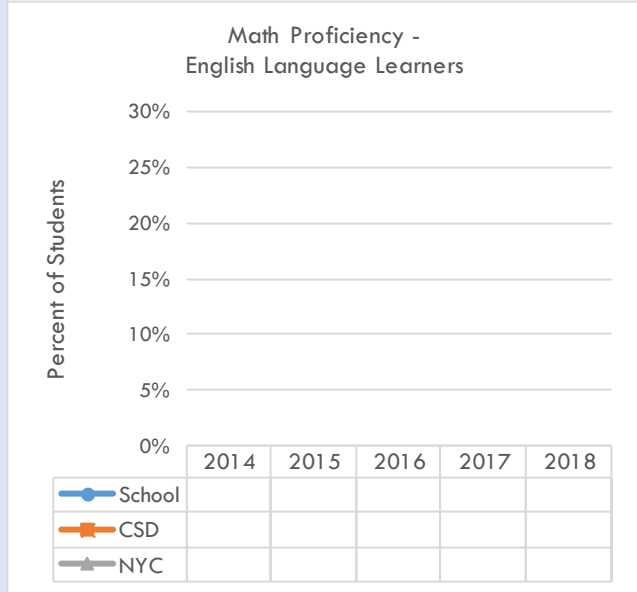


Figure 8

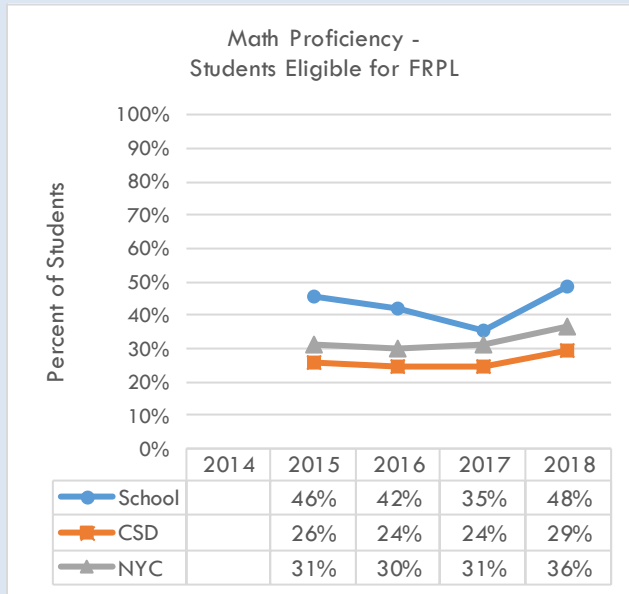


Figure 9

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

At the time of this school's renewal, RSCS has partially 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>13</sup>

<b>Board Member Name</b>	<b>Position</b>	<b>Committee(s)</b>	<b>Years on Board</b>
1. Keisha Phillips-Kong	President	Education Committee	6.0
2. Rochelle Noel	Trustee	N/A	8.0
3. Angela Kiffin	Trustee	Education Committee	8.0
4. Deborah King	Trustee	Education Committee	8.0
5. Emma Dawson	Trustee	Finance Committee	2.0
6. Kisha Clinton	Secretary	N/A	1.0
7. Takashi Curd	Vice President	Finance Committee	1.0
8. Jenelle Ryan	Treasurer	Finance Committee	<1.0

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### 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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#### FAMILY INVOLVEMENT

Riverton parents are not visitors in the school; instead, they are part of the school's fabric. Families are interwoven into all aspects of the school. They volunteer in classrooms, raise funds, beautify our facilities, and organize high school and college tours.

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#### STRONG CULTURAL & COMMUNITY RELATIONSHIPS

Riverton is an oasis in the St. Albans community. The school instills a sense of belonging as shown by the families and community members present every day, including evenings and weekends. The school invites the

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<sup>13</sup> Board of Trustees as of January 14, 2019.

community into the school by offering various classes: teaching adults how to help children with reading and math, and challenging physical fitness classes (i.e., Zumba).

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## SOLID STUDENT VALUES & SOCIAL RESPONSIBILITY

We believe in educating the whole child. While we have a strong focus on academic achievement, we also strive to enrich each child's social, emotional, ethical, cognitive, linguistic, and physical well-being.

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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

In the 2015-16 school year, 2 or 33% of leadership staff left the school and 25 or 31% of instructional staff left the school.

In the 2016-17 school year, 2 or 25% of leadership staff left the school and 12 or 17% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school and 9 or 11% of instructional staff left the school.

---

### GOVERNANCE

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 5 to 13 members stated in the bylaws. The board met 10 times during the 2015-16 school year. This did 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 10 times out of the 10 meetings that took place in 2015-16.

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 5 to 13 members stated in the bylaws. The board met 9 times during the 2016-17 school year. This did 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 9 times out of the 9 meetings that took place in 2016-17.

In 2017-18, the Board had 8 members; this was within the minimum to maximum range of 5 to 13 members stated in the bylaws. The board met 9 times during the 2017-18 school year. This did 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 9 times out of the 9 meetings that took place in 2017-18.

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### PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 23, 2019. Sixty-two individuals attended the hearing. Twenty comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on Riverton's positive school culture and the emotional support provided to students in addition to a focus on academics. No comments were made in opposition.

## PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>14</sup>	Details
<b>Supportive Environment</b>		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<b>2015-16: Met</b> <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>2015-16: Met</b> <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>15</sup>	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 10
Student attendance rate meets or exceeds CSD average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Student attendance rate meets or exceeds Citywide average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Improved student retention rate over prior year	◐	<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 12
Decreased student suspension rate over prior year	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 27 and Figure 28

<sup>14</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>15</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.

Standards	Charter Term Outcomes <sup>14</sup>	Details
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	○	<p><b>2015-16: Not Met</b> The school has missed deadlines for reporting requirements.</p> <p><b>2016-17: Not Met</b> The school has missed deadlines for reporting requirements.</p> <p><b>2017-18: Not Met</b> The school missed 1 out of 26 submission deadlines.</p>
School has documented teacher evaluation procedures	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
School has documented professional development opportunities	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
School has a formal process for evaluating progress against charter school goals	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
Board has developed a succession plan for board and school leadership	◐	<p><b>2015-16: Not Met</b> The Board has not outlined their succession plan for board and school leadership.</p> <p><b>2016-17: Not Met</b> The Board has not outlined their succession plan for board and school leadership.</p> <p><b>2017-18: Met</b></p>
Board has access to legal counsel	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>

Standards	Charter Term Outcomes <sup>14</sup>	Details
Board held the required number of meetings per the charter law	○	<p><b>2015-16: Not Met</b></p> <p>The board did not hold the required July 2015 or December 2015 meetings.</p> <p><b>2016-17: Not Met</b></p> <p>The board did not hold the required August 2016, December 2016 or April 2017 meetings.</p> <p><b>2017-18: Not Met</b></p> <p>The board did not hold the required July 2017, December 2017 or June 2018 meetings.</p>
Board meetings consistently meet quorum	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
<b>Compliance</b>		
School's ELL enrollment meets or exceeds CSD rate	○	<p><b>2015-16: Not Met</b></p> <p><b>2016-17: Not Met</b></p> <p><b>2017-18: Not Met</b></p> <p>See Figure 15</p>
School's ELL retention meets or exceeds CSD rate	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p> <p>See Figure 16</p>
School's SWD enrollment meets or exceeds CSD rate	○	<p><b>2015-16: Not Met</b></p> <p><b>2016-17: Not Met</b></p> <p><b>2017-18: Not Met</b></p> <p>See Figure 13</p>
School's SWD retention meets or exceeds CSD rate	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p> <p>See Figure 14</p>
School's FRPL enrollment meets or exceeds CSD rate	◐	<p><b>2015-16: Met</b></p> <p><b>2016-17: Not Met</b></p> <p><b>2017-18: Met</b></p> <p>See Figure 17</p>



Standards	Charter Term Outcomes <sup>14</sup>	Details
School's FRPL retention meets or exceeds CSD rate	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: 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 must be 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>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has followed all applicable lottery and enrollment laws and regulations	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	◐	<b>2015-16: Met</b> <b>2016-17: Not Met</b> The school has not submitted a Certificate of Occupancy. <b>2017-18: Not Met</b> The school has not submitted a Certificate of Occupancy.
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) <sup>16</sup>	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with employee fingerprinting requirements	◐	<b>2015-16: Not Met</b> The school had one staff member begin work prior to their fingerprint clearance. <b>2016-17: Met</b> <b>2017-18: Not Met</b> The school had one staff member begin work prior to their fingerprint clearance.

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<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.

<b>Standards</b>	<b>Charter Term Outcomes<sup>14</sup></b>	<b>Details</b>
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 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)	●	2015-16: Met 2016-17: Met 2017-18: Met

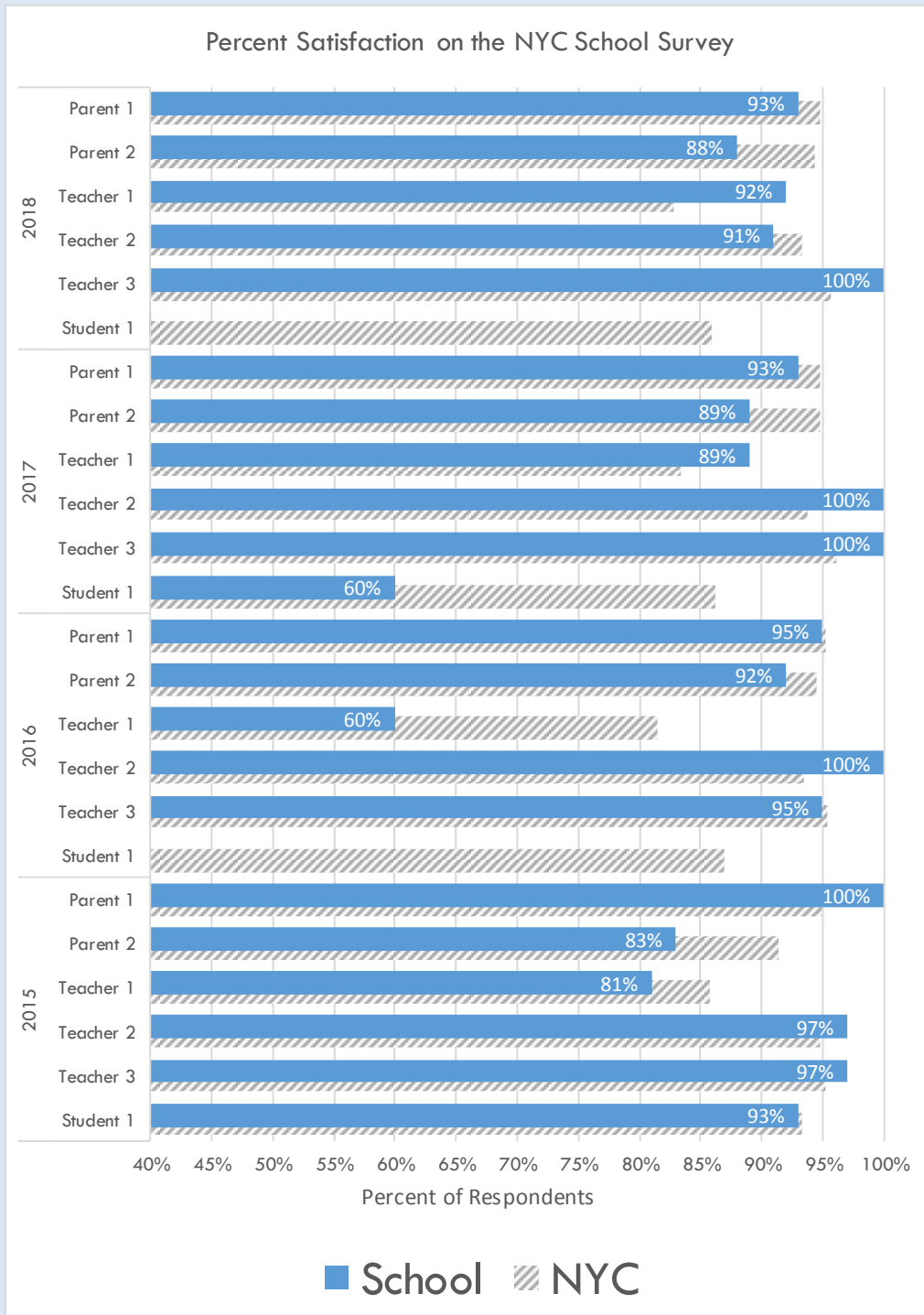


Figure 10

ATTENDANCE, ENROLLMENT<sup>17</sup> AND RETENTION<sup>vii</sup>

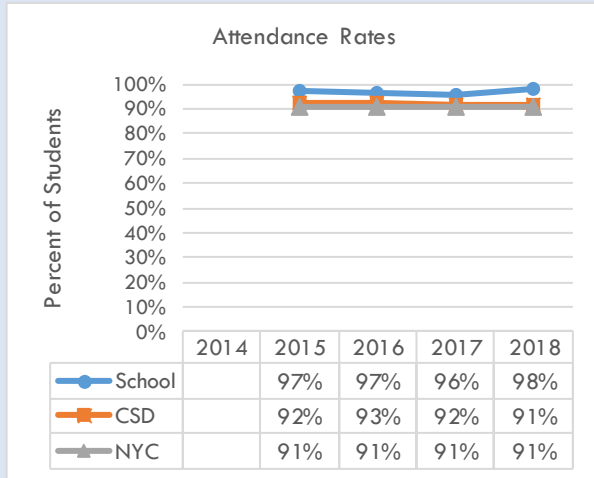


Figure 11

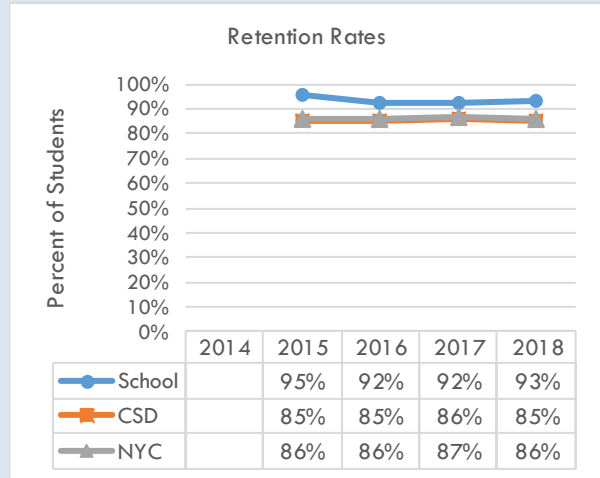


Figure 12

<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.

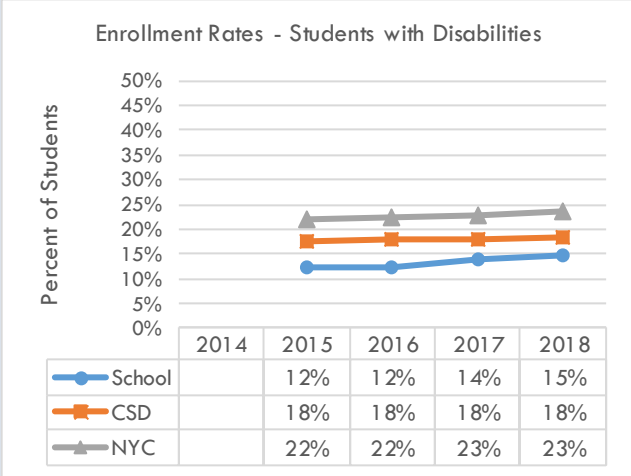


Figure 13

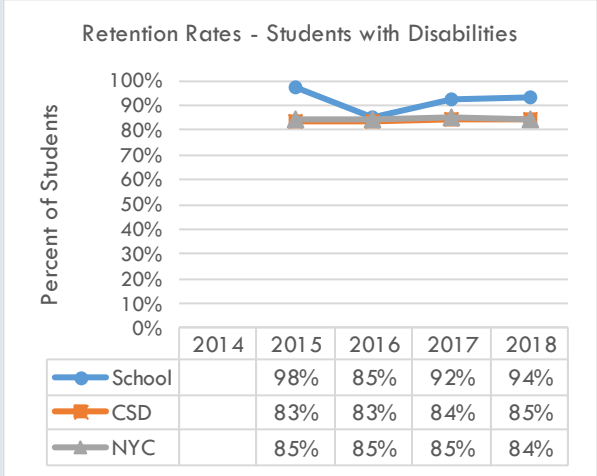


Figure 14

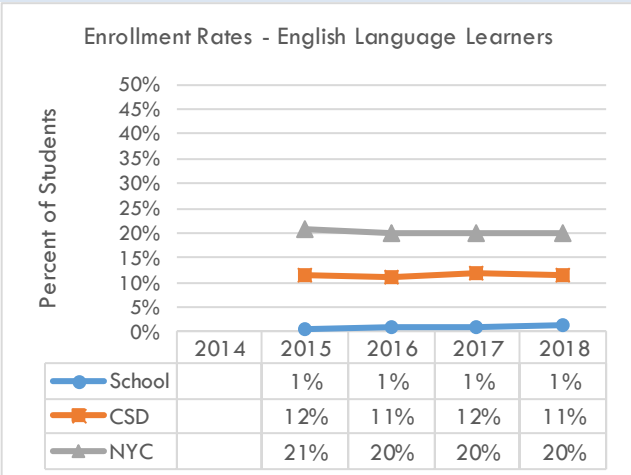


Figure 15

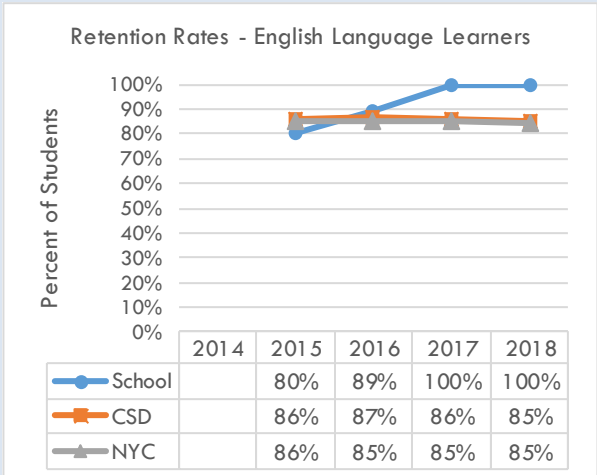


Figure 16

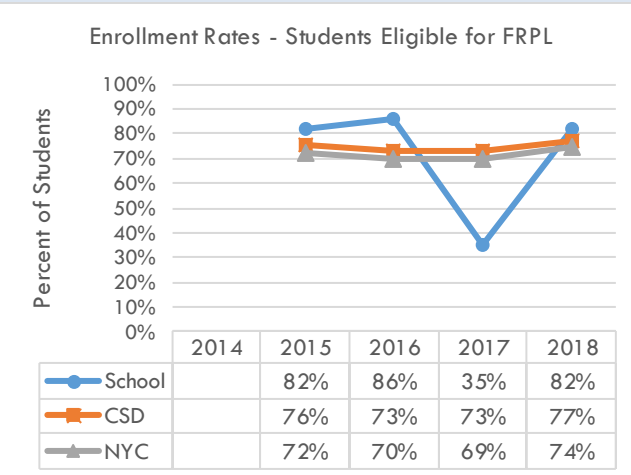


Figure 17

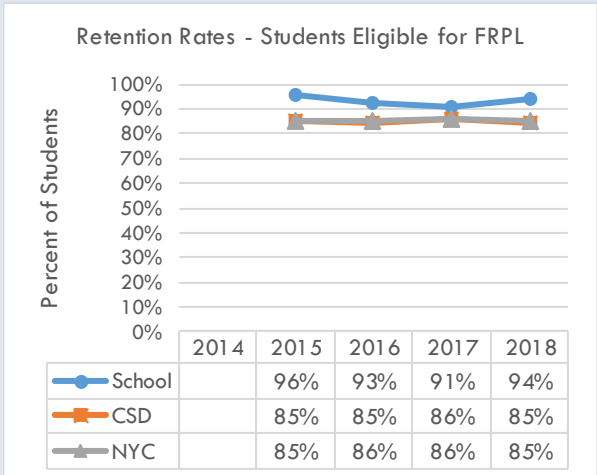


Figure 18

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

At the time of this school’s renewal, RSCS has 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 2016 (FY16) showed no material findings.

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 \$76,075 in escrow, meeting the \$70,000 requirement.

The Board of Trustees of Riverton Street Charter School has entered into a management agreement with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources and NHA allocates to the School an amount equal to the lessor of two percent of state per pupil aid or \$35,000. These funds are property of the School and may be used by the School at the discretion of the board.

**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
<b>Short-term Financial Viability</b>		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 19

<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>
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 20
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	◐	<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 21
Debt management – school is meeting all current debt obligations	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Long-term Financial Sustainability<sup>19</sup></b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	○	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 22
Debt to assets ratio less than 1.0	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	●	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 25

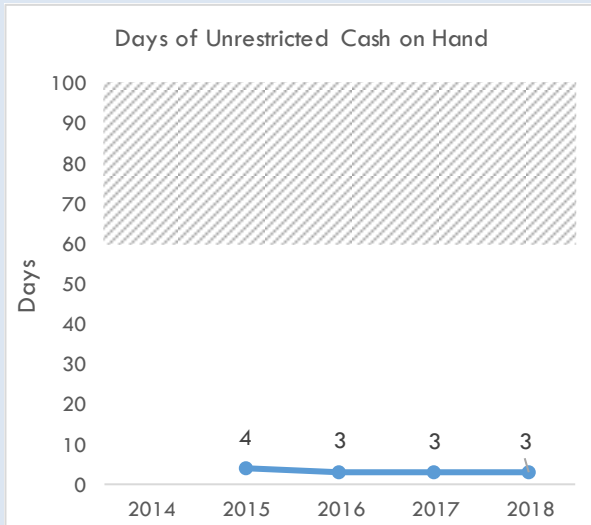
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<sup>19</sup> Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

Standards	Charter Term Outcomes <sup>18</sup>	Details
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 23
Multi-year cash flow – positive cash flow over previous three fiscal years	●	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 23

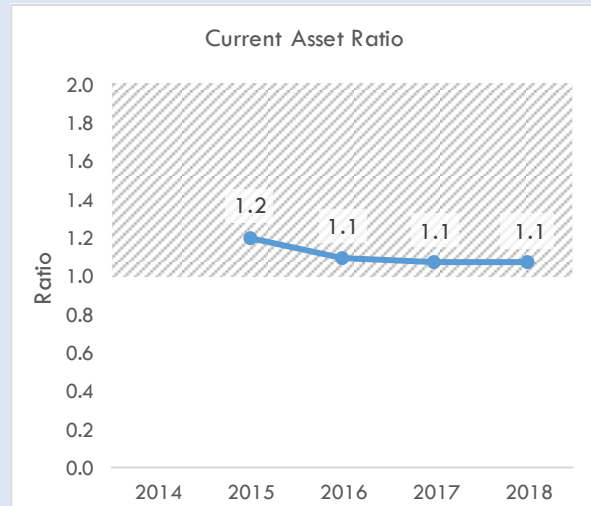


SHORT-TERM FINANCIAL VIABILITY<sup>viii</sup>



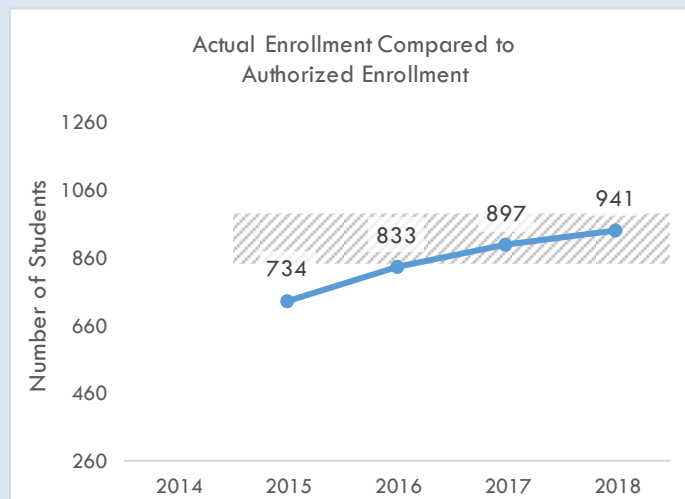
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



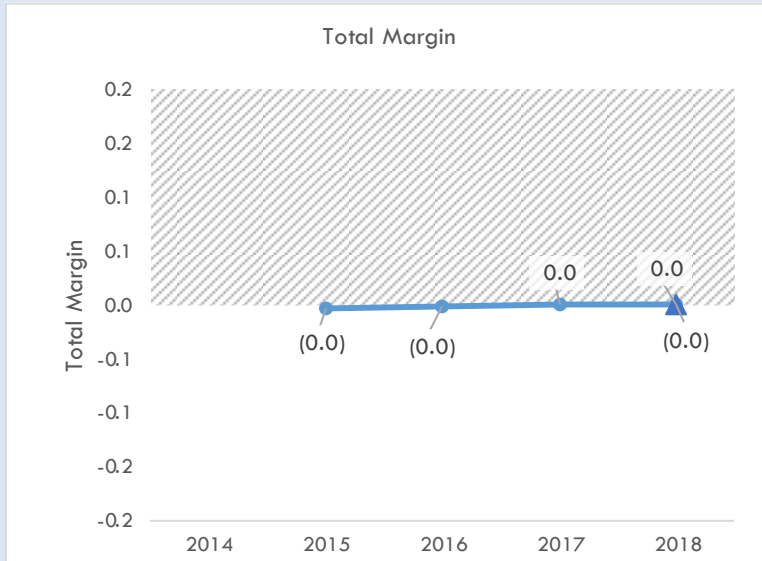
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 20



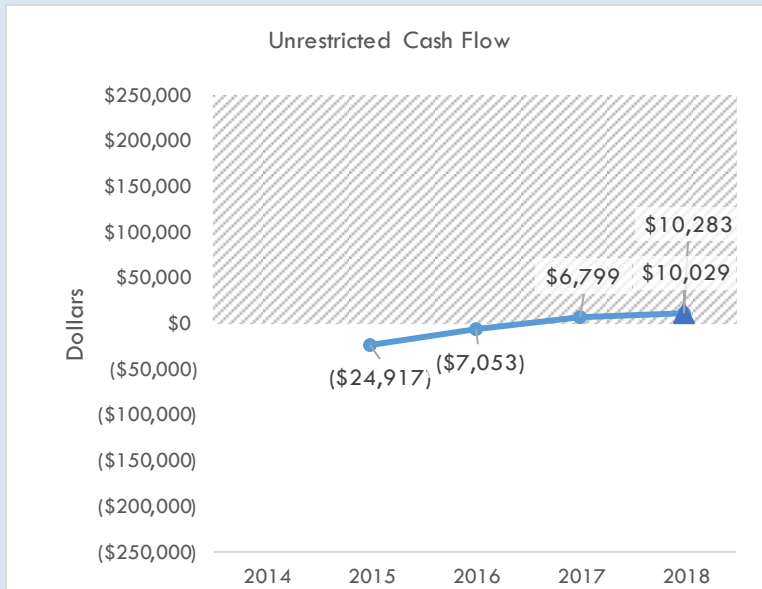
Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 21



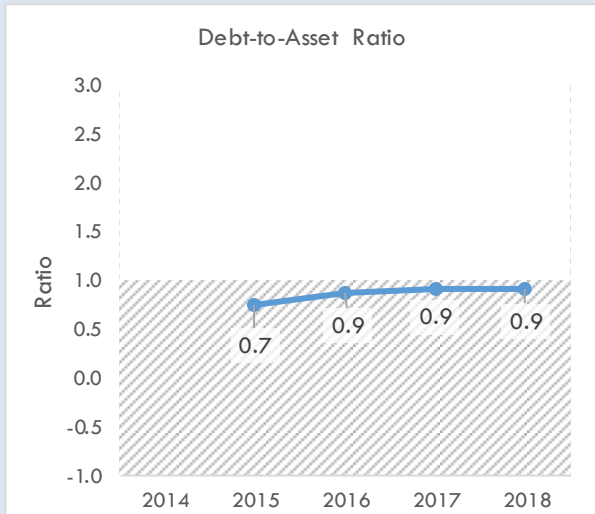
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 22



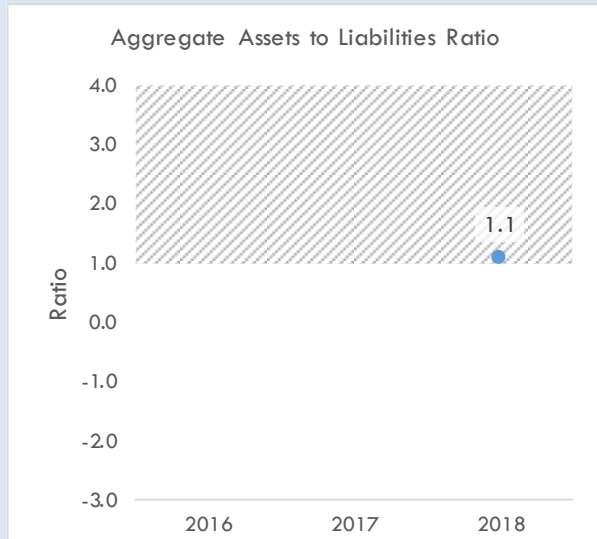
One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 23



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

## 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	<b>180</b>
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade K: 5 sections, Grades 1-7: 4 sections, Grades 8: 3 sections
Primary Entry Grade(s)	<b>Kindergarten</b>
Additional Grade(s) for which Student Applications are Accepted	Grades 1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	2102
Number of Students Accepted via the Lottery (School Year 2018-2019)	119
Lottery Preferences	
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\*

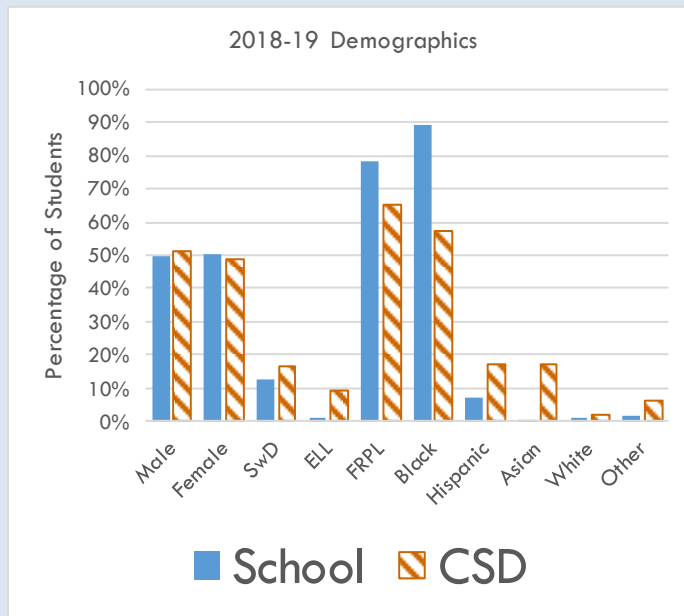


Figure 26

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

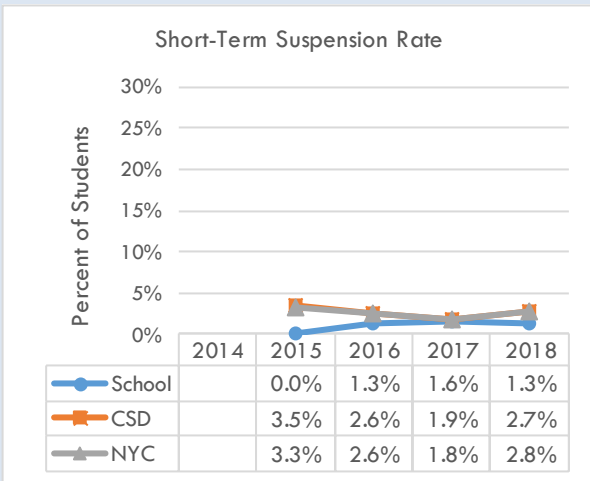


Figure 27

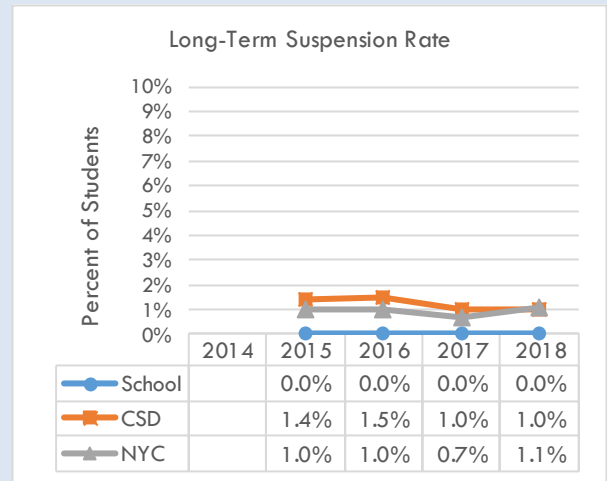


Figure 28

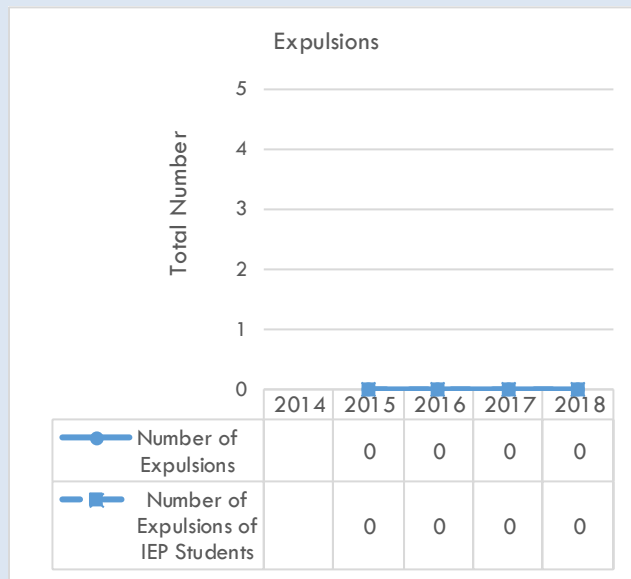


Figure 29

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited on January 23, 2019 and January 24, 2019. The school leadership team identified what CAAT team 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 the team did not have an opportunity to observe that item during the visit.

Evidence of direct instruction; CAAT saw evidence of this.

- Evidence of teacher modeling or demonstration; CAAT saw evidence of this.
- Evidence of teacher think-alouds; CAAT saw evidence of this.
- Evidence of annotated learning objectives presented in "I can" statements; CAAT saw evidence of this.
- Evidence of individualized instruction through the use of technology; 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>Riverton Street Charter School</b>					
Grade 3		54%	59%	54%	55%
Grade 4		26%	39%	46%	49%
Grade 5		33%	29%	43%	51%
Grade 6		27%	29%	32%	63%
Grade 7		24%	32%	44%	43%
Grade 8			41%	41%	52%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		24%	17%	7%	4%
Grade 4		-5%	-1%	8%	3%
Grade 5		3%	-5%	8%	17%
Grade 6		6%	4%	10%	27%
Grade 7		8%	8%	11%	12%
Grade 8			10%	7%	8%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Riverton Street Charter School</b>					
Grade 3		69%	60%	60%	71%
Grade 4		41%	42%	41%	50%
Grade 5		46%	21%	29%	36%
Grade 6		18%	55%	47%	60%
Grade 7		24%	32%	43%	41%
Grade 8			30%	23%	43%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		37%	25%	20%	24%
Grade 4		9%	8%	11%	14%
Grade 5		13%	-11%	-3%	4%
Grade 6		-2%	33%	29%	38%
Grade 7		7%	15%	23%	16%
Grade 8			20%	13%	27%

APPENDIX D: GRADE 3-8 PERFORMANCE LEVELS<sup>xiii</sup>



ENGLISH/LANGUAGE ARTS

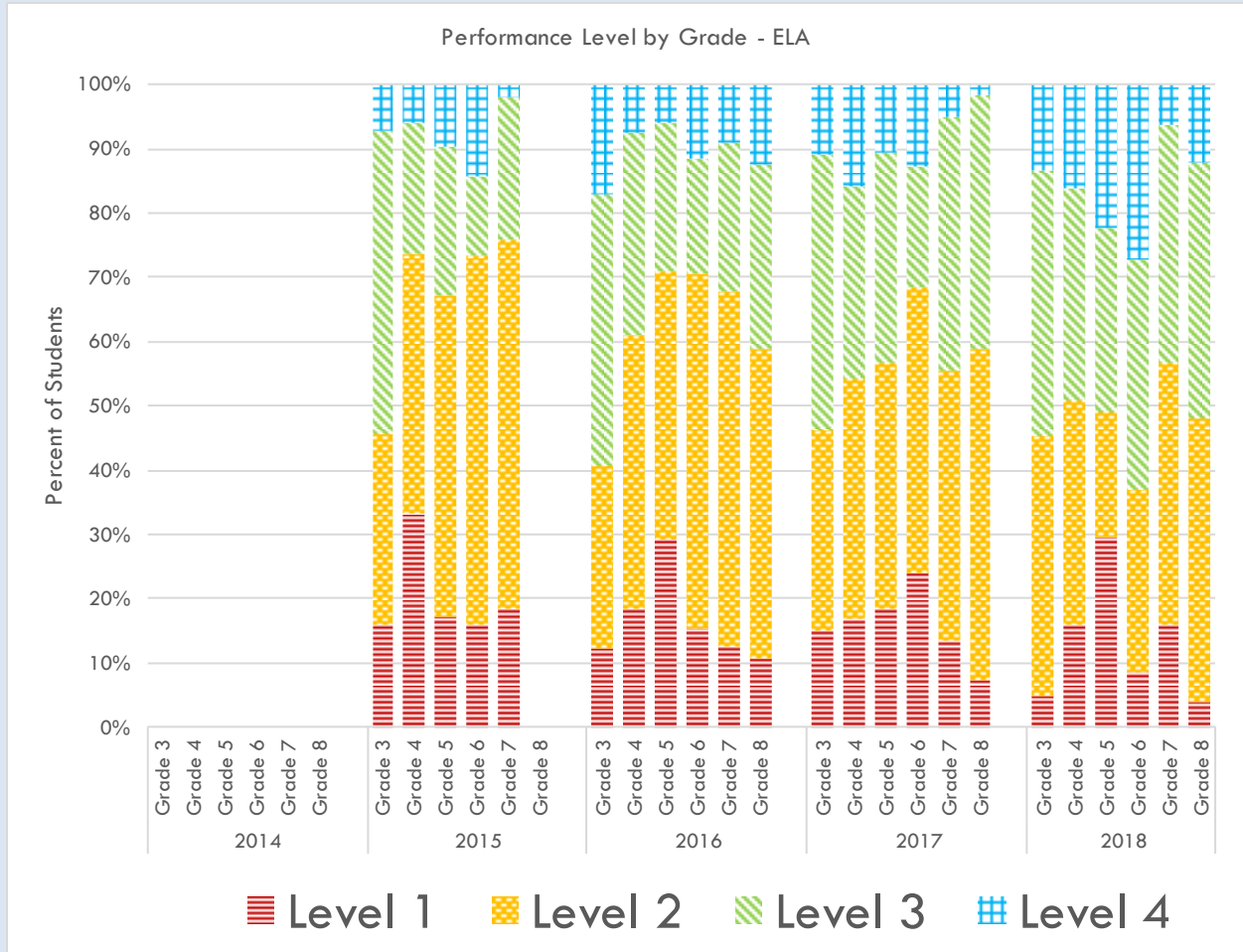


Figure 30

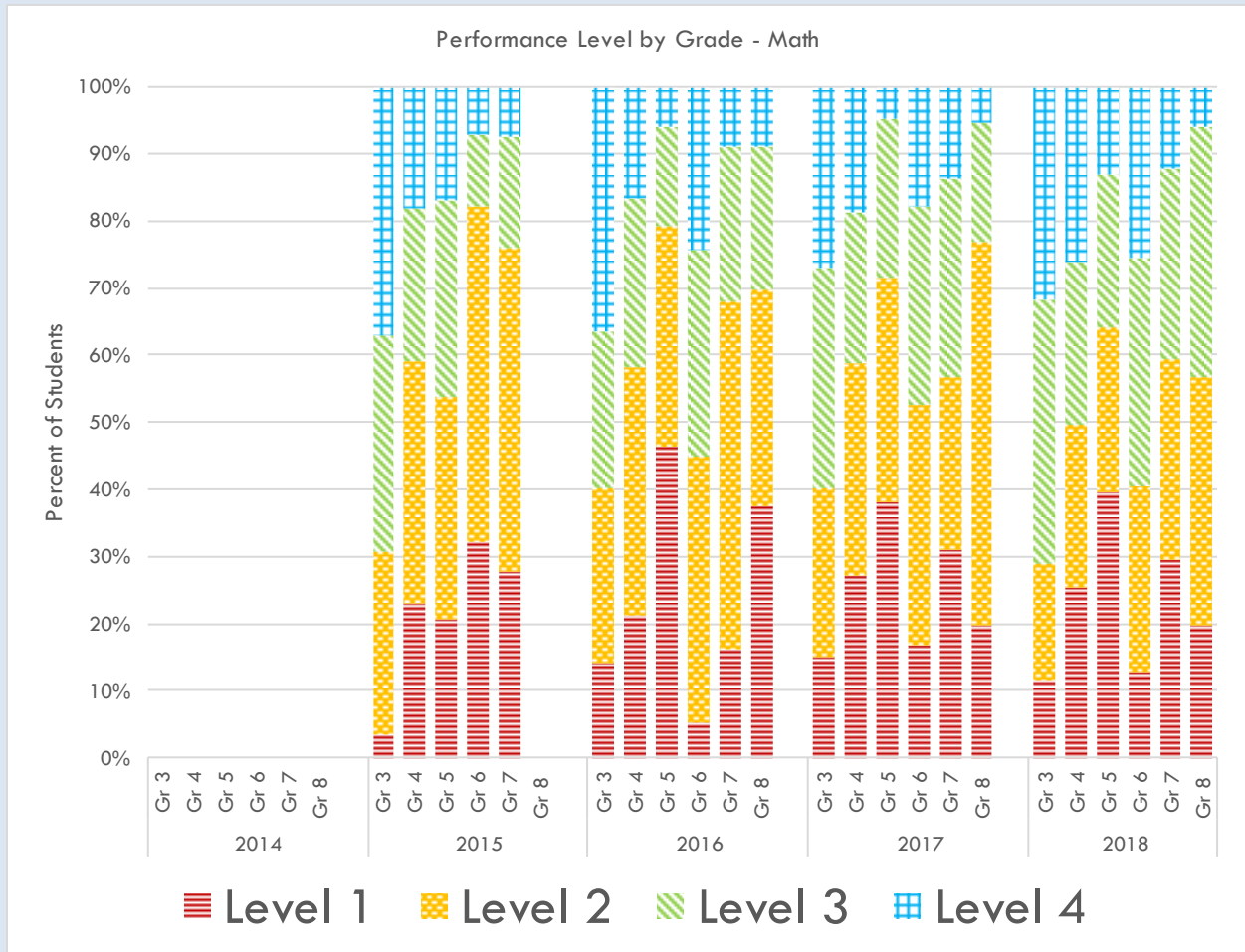


Figure 31

Appendix applicable for charters serving grades 9-12 only.

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<sup>20</sup> Note that results in cases when five or fewer students take the exam are not displayed. Blank graphs are provided for completeness and indicate that either a) no students took the exam across all years of the charter term or b) five or fewer students took the exam in all years of the charter term or some combination of the two.

## APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 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 a part of a holistic evaluation of the school.

To see the school's full 2017-2018 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	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	State Assessment	Met	N/A
Academic Goal 2	For each year of the school's next charter term, the school will show academic performance with a percent of	State Assessment	Met	N/A

	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
	students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.			
Academic Goal 3	For each year of the school's next charter term, each grade level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the	State Assessment	Met	This goal was partially met. To improve academically, we have increased our emphasis on coaching and mentoring by adding instructional rounds, we have increased the quantity and quality of teacher professional development, and have departmentalized instruction in major subjects.

	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
	number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.			
Academic Goal 4	For each year of the school's next charter term, each grade level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current	State Assessment	Met	This goal was partially met. To improve academically, we have increased our emphasis on coaching and mentoring by adding instructional rounds, we have increased the quantity and quality of teacher professional development, and have departmentalized

	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
	<p>year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year</p>			<p>instruction in major subjects.</p>
<p>Academic Goal 5</p>	<p>In each year of the charter term, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the school will score at or above the 50th percentile in the majority of grades and subjects of public schools nationally as</p>	<p>NWEA</p>	<p>Not Met</p>	<p>To improve academically, we have increased our emphasis on coaching and mentoring by adding instructional rounds, we have increased the quantity and quality of teacher professional development, and have departmentalized</p>

	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
	measured by beginning to end of year growth in grades 2-8.			instruction in major subjects
Academic Goal 6	In each year of the charter term, more than 50 percent of students in first and second grade who have been enrolled on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the spring administration of a national reading and mathematics assessment.			
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily Attendance Records	Met	N/A
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year	Re-enrollment Records	Met	N/A



	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
	will return the following school year.			
Org Goal 3	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	The percent of staff employed during 2016-17 who return in 2017-18.	Not Met	We have a commitment to provide a warm and supportive work environment for staff. We do this by conducting team building events, celebrating teachers' life events, and request teachers input on how to continue strengthening the school's culture
Org Goal 4	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of	NYC DOE School Survey	Not Met	The goal was not met due to the response rates being below what is needed. We will continue efforts to work to improve response 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
	parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.			
Org Goal 5	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more	NYC DOE School Survey	Not Met	The goal was not met due to the response rates being below what is needed. We will continue efforts to work to improve response 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
	staff participate in the survey.			
Org Goal 6	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey. (grades 6-12 only)	NYC DOE School Survey	Not Met	The goal was not met due to the response rates being below what is needed. We will continue efforts to work to improve response rates.
Org Goal 7	Each year the school's Board of Trustees will maintain a	Annual appointment of	Met	N/A

	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
	relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any	Board Legal Counsel		
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Board approval of a balanced, revised budget.	Met	N/A

## 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. The school submission is missing the following required elements:

- Discussion of enrollment strategies for students eligible for free and reduced price lunch
- Discussion of retention efforts for every sub-group (Economically Disadvantaged, English Language Learners, Students With Disabilities) individually

## SCHOOL-PROVIDED EFFORTS

### ENROLLMENT EFFORTS

#### ENGLISH LANGUAGE LEARNERS

Advertisements and notifications have been placed in the following publications: Haiti Observateur, El Correo de Queens, and The Weekly Bangladesh. In these publications we specifically mentioned that the school provides services to students for whom English is their second language.

Fliers were distributed in Bengali, Haitian Creole, Urdu, Spanish, Arabic, and English to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend the Enrollment Information Meeting.

An Enrollment Information Meeting was hosted for all parents interested in the school and we provided student applications in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu. At the enrollment meetings, information regarding the EL Program and its ability to meet the needs of EL students was provided. We provided EL families with strategies to English help their children in school, specific Language Development (ELD) strategies for such parents. To ensure the retention of accepted students, and in compliance with federal requirements to identify potential EL students, the school asked these families to complete a “Home Language Questionnaire.” Information from this survey ensures that each child for whom English is a second language is provided the services he/she needed to succeed in school.

The schools ELL coordinator worked with incoming families to help them fully understand the Home Language Questionnaire to complete it more accurately.

Marketing materials that describe general school information and EL and Special Education programs available in English and Spanish, and other languages as requested.

Riverton Street's staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English learners.

The school has doubled the FTE of the Admissions Representative position to allow more time for community outreach and engagement.

We will continue the 2017-2018 initiatives. In addition, we will implement the following: The NHA admissions department and the school's Admissions Representative have created a new initiative designed to more closely target our ELL community. The roll out of this initiative began in the spring of 2018 to be in place for the 2018-2019 recruitment season. Some of the elements of this plan are:

- Establish a Parent Ambassador group with current ELL families
- Help with community mapping
- Reach out to their friends, neighbors, and families
- Provide introductions to key community organizations, faith-based groups, cultural centers, and businesses
- Help host meetings and events for ELL families
- Help distribute marketing materials in community
- Provide input for reaching families new to the country
- ELL specific meetings
- Develop partnerships with organizations and faith-based groups that provide services to refugee groups
- Develop connections with their clients/members
- Provide information and resources
- On-site information meetings, registration, application drives
- Learn more about the community
- Create school information materials in languages specific to the community (Yoruba, Haitian-Creole, Spanish, and Fulani). These are in addition to other pieces available in additional languages and reflect the predominant languages of current ELL families
- Coordinate with NHA's enrollment team, school ELL coordinator, and school leadership team for information meetings and registration materials and to work with appropriate community agencies.
- Promote events on Facebook and other social media resources
- Work with local and community leaders who often have a department that focuses on immigrant and refugee issues
- Utilize existing resources such as current EL families, community boards, libraries, and internet to research opportunities to increase outreach to new-to-the-US families

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## STUDENTS WITH DISABILITIES

Brochures that describe our special education programming have been distributed throughout the community. In order to reach the families of special needs students, we utilize many networks that already exist in the community. With the additional FTE, Riverton Street's Admissions Representative is able to spend more time in the community to continue to build relationships with support organizations to gain familiarity with the services they provide. We do this both so we can recommend their support services to the families of accepted or interested students and so these organizations know about our school and its special education program – so that they may recommend our school to the families they serve. We know that most families hear about our school by word of mouth, and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these

organizations to distribute information about our school, our special education program, and our enrollment procedures.

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

We will continue to monitor the efficacy of our recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through our robust data warehouse, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Riverton Street is dedicated to serving their children's needs.

Riverton Street will participate in community expos and fairs targeted to families of special needs students. The Admissions Representative works closely with the school's special education staff to provide parents with pertinent information for their specific needs. In addition, professional development to learn more about available resources will be provided to the Admissions Representative in the fall.

We will continue the 2017-2018 initiatives. In addition, we will implement the following:

- Enlist the help of current families to reach additional families of students with disabilities by providing planning meeting, materials for them to distribute, and to serve as hosts for school meetings and during the first days of school.
- Hold meeting and/or workshops specific to school programs offered to SWD population.
- Coordinate recruitment activities with other's that target special populations (ie, provide special education materials in various languages, provide translators at information meetings that discuss services and enrollment on-boarding)
- Continue to participate in community events designed to reach special populations
- Continue to research using internet, libraries, and community boards opportunities to reach a broader population

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## RETENTION EFFORTS

We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for our economically disadvantaged, ELL, and special needs students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many parent involvement initiatives.

- Culture and Climate: We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing

positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.

- **Parent Involvement:** To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:
- **Newsletters:** Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs is included in the newsletter.
- **Social media:** We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
- **Classroom Communication:** Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school's AtSchool gradebook system, phone calls, and/or in person meetings. These communications focus on each student's academic progress and performance.
- **Conferences:** Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- **Parent Room:** In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.



## 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).

## 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> and data from the Research and Policy Support Group. 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> and data from the Research and Policy Support Group. 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> and data from the Research and Policy Support Group. 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> Data.nysed.gov

# Accessibility Report

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Organization:

## Summary

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- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0