



# Renewal Report for Bronx Lighthouse 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>Bronx Lighthouse Charter School</b>	
DBN	84X185
School Leader(s)	Travis Brown
Board Chair(s)	Javier Lopez-Molina
Charter Management Organization (if applicable)	Lighthouse Academies
Other Partner(s)	N/A
District(s) of Location	12
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(X716) 1001 Intervale Avenue, Bronx, NY 10459
	Grades at Building: K-8
	Facility Owner: DOE
	(XATV) 1005 Intervale Avenue, Bronx, NY 10459
	Grades at Building: 9-12
	Facility Owner: Private
2018-2019 Enrollment <sup>i</sup>	673
2018-2019 Grades Served	K-12
Current Authorized Enrollment	678
Current Authorized Grade Span	K-12
School Opened For Instruction	2004-2005
School Year of First Renewal	2008-2009
School Year of Second Renewal	2013-2014
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

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term renewal for Bronx Lighthouse Charter School ("Bronx Lighthouse").

<b>Recommendation</b>	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	678

## PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school's full application plan are included 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>	47	47	47	47
<b>1</b>	47	47	47	47
<b>2</b>	47	47	47	47
<b>3</b>	47	47	47	47
<b>4</b>	47	47	47	47
<b>5</b>	47	47	47	47
<b>6</b>	47	47	47	47
<b>7</b>	47	47	47	47
<b>8</b>	46	46	46	46
<b>9</b>	64	64	64	64
<b>10</b>	64	64	64	64
<b>11</b>	64	64	64	64
<b>12</b>	64	64	64	64
<b>TOTAL</b>	678	678	678	678

Bronx Lighthouse Charter School will implement preferences for English Language Learners (ELLs) and Students with Disabilities (SWD) and students who qualify for Free or Reduced Price Lunch (FRPL) starting with the 2019-2020 lottery.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Bronx Lighthouse received a three-year short term renewal in the 2015-16 academic year with no conditions. The school did not receive any notices during the charter term.

## CHARTER SCHOOL BACKGROUND

Bronx Lighthouse is an elementary, middle and high school located in the Longwood neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in private and public space in Community School District 12. The school is not co-located with any other schools or programs.<sup>2</sup>

The school is in its fourth charter term.

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

According to the school's renewal application, "In 2004, Bronx Lighthouse opened as a K-2 school with a mission to get its students to college. In June 2017, scholars from that first kindergarten class became high school graduates, and this fall, 89% of those graduates began their college journey at institutions including Wellesley, Fordham, NYU, Binghamton, Holy Cross, Pomona and Boston College! Lighthouse is proud of its success in graduation (88% in 4-years, 96% in 6-years) and looks forward to having its first college grads in 2019."

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

School Leader Name	Position	Years at School
1. Travis Brown	Principal	3
2. Adebunmi Savage	Assistant Principal	6
3. Robyn Milliner- Johnson	Director of Professional Development	1
4. Erin Kim	Director of Teacher Leadership- STEM	0.3
5. Kevin Golden	Director of Teacher Leadership- Art	13
6. Lizzy Pierce	Director of Teacher Leadership- Humanities	0.3

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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, Bronx Lighthouse 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 the outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

Standards	Charter Term Outcomes <sup>5</sup>	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<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>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: Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2

<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 Citywide rates	●	<b>2016-17: Not 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>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	<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>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	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: N/A</b> See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2016-17: Not Met</b> See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 9

<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.

Standards	Charter Term Outcomes <sup>5</sup>	Details
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: N/A<sup>8</sup></b> See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 18
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 15
Graduation rates meet or exceed Citywide rates <sup>9</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 19
<b>Academic Growth</b>		

<sup>8</sup> NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

<sup>9</sup> The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS ELA exam proficiency rates increase	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> <sup>10</sup> 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	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: N/A</b> See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 7
Geometry (Common Core) Regents exam pass rates increase	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 11
Global History Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: N/A</b> See Figure 16
Global History Transition Regents exam pass rates increase	N/A <sup>11</sup>	See Figure 17

<sup>10</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.

<sup>11</sup> This test was first administered during the 2017-2018 school year.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
U.S. History & Government Regents exam pass rates increase	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 18
Living Environment Regents exam pass rates increase	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 14
Physical Setting/Physics Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 15
Graduation rates increase	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 19
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 21
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 21
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 24
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 20

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 23
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>12</sup> meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 22
NYS ELA 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 22
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 25
NYS Math 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 25
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 67
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 68
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73

<sup>12</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>
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 70
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 79
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 80
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 52
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 53
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 54
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 56
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 58
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	◑	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 55
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	◑	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 57
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 59

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 64
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 65
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 66
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 60
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> See Figure 61
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 62
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 63
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 82
NYS English Language Arts Common Core Regents exam pass 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 83
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 84
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 86
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: N/A</b> See Figure 88
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 85

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 87
Algebra II (Common Core) Regents exam pass 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 89
Global History Regents exam pass 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 94
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 95
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 96
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 90
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 91
Physical Setting/Chemistry Regents exam pass 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 92
Physical Setting/Physics Regents exam pass 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 93
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	See Figure 27
Graduation rates for SWD meet or exceeds Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 26

Standards	Charter Term Outcomes <sup>5</sup>	Details
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A <sup>13</sup>	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>14</sup>	●	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 29
College Readiness Index meet or exceeds Citywide average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 30

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<sup>13</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>14</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>

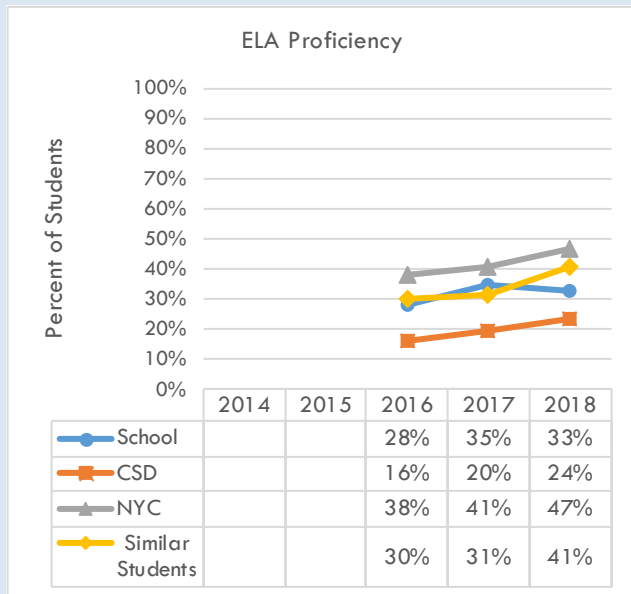


Figure 1

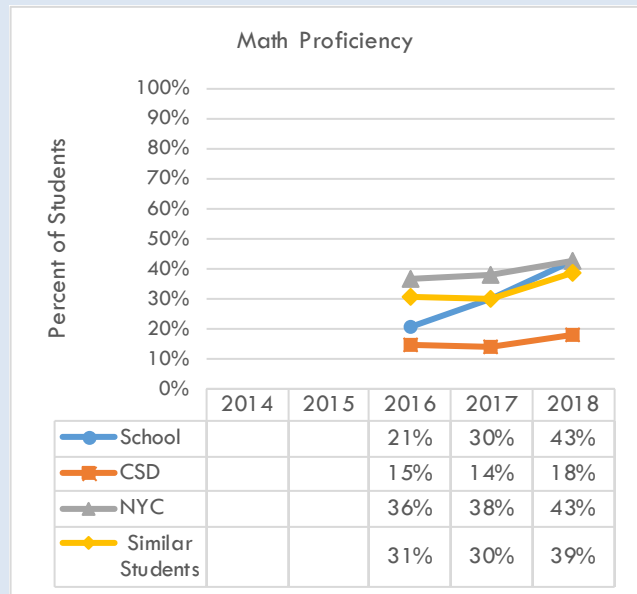


Figure 2

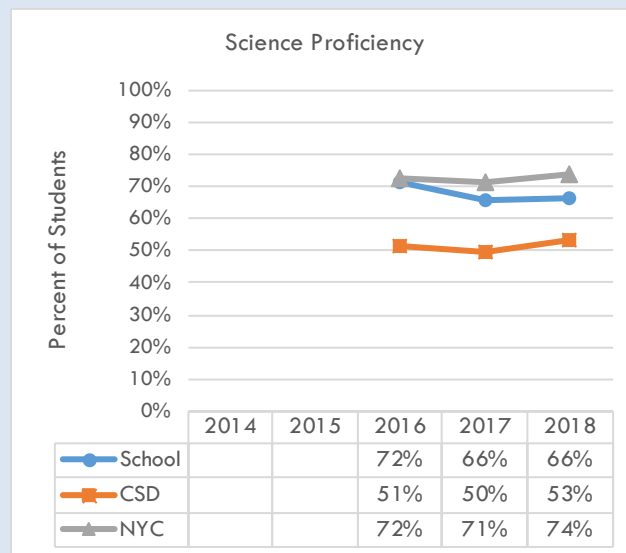


Figure 3

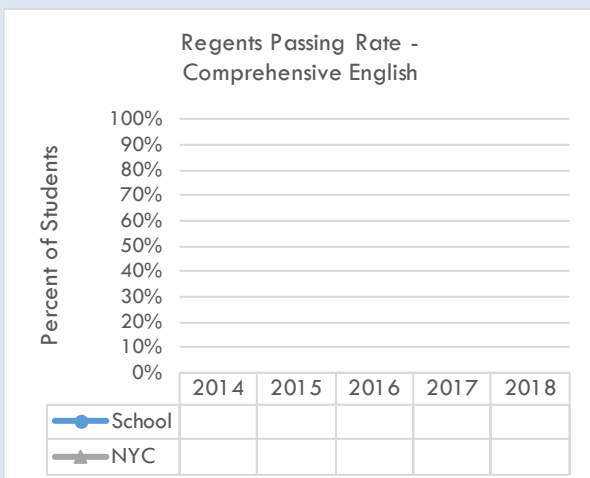


Figure 4

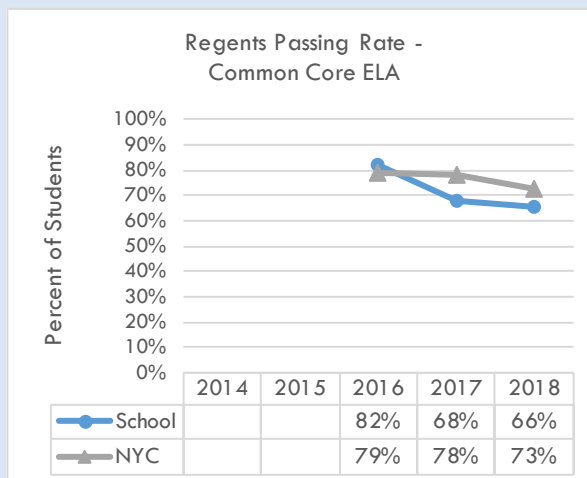


Figure 5

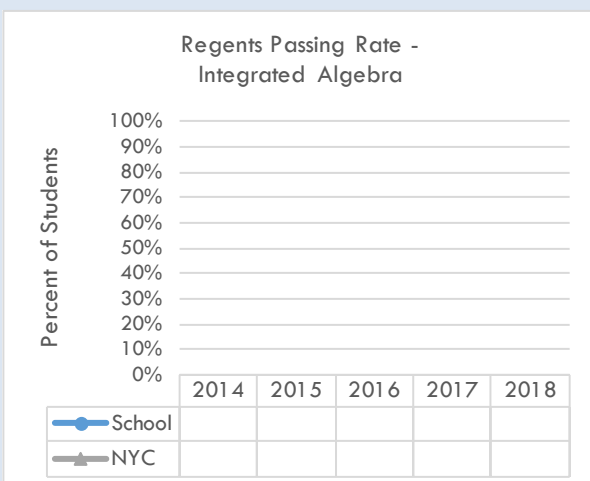


Figure 6

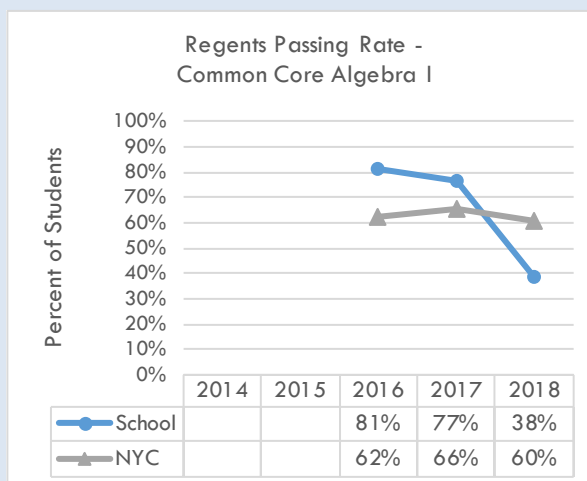


Figure 7

<sup>15</sup> If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

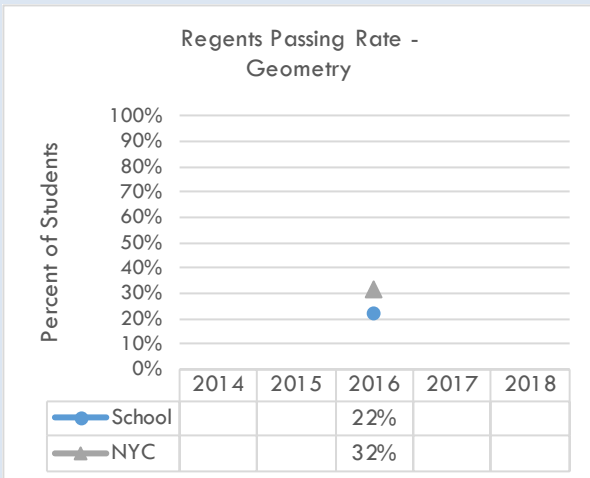


Figure 8

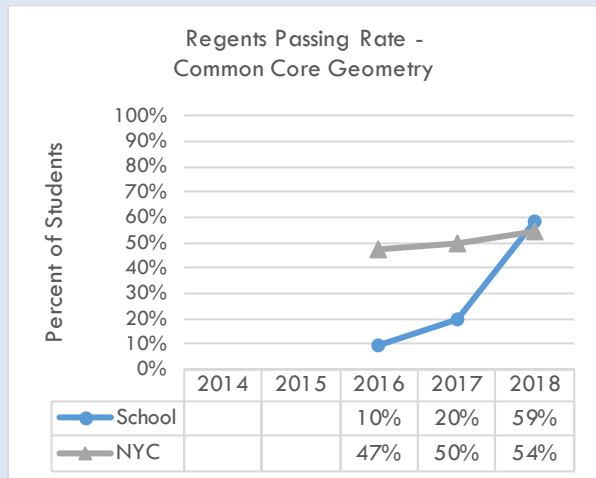


Figure 9

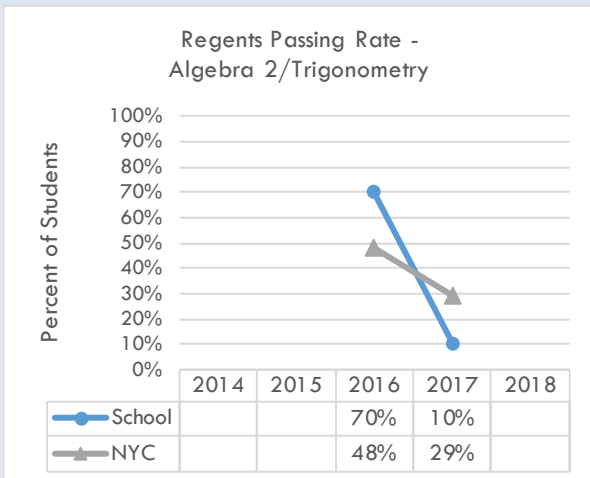


Figure 10

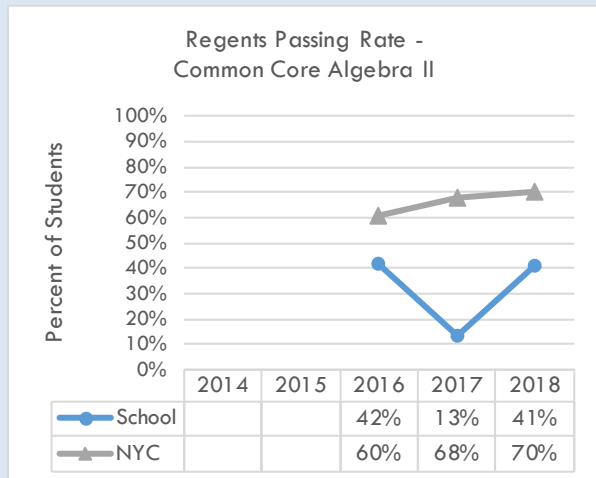


Figure 11

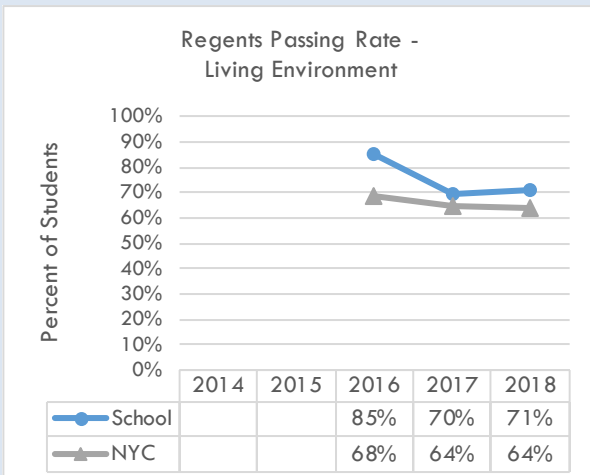


Figure 12

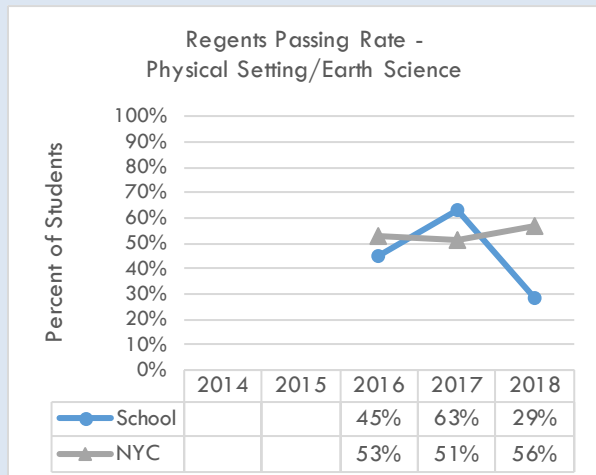


Figure 13

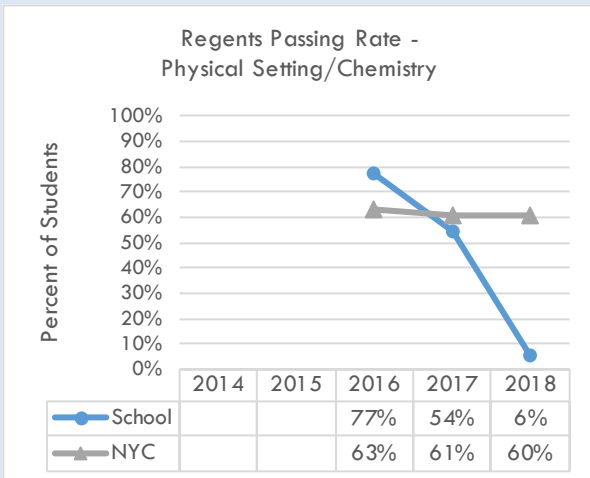


Figure 14

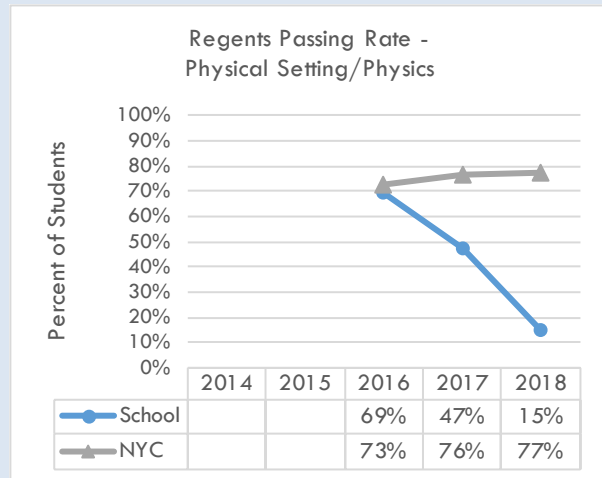


Figure 15

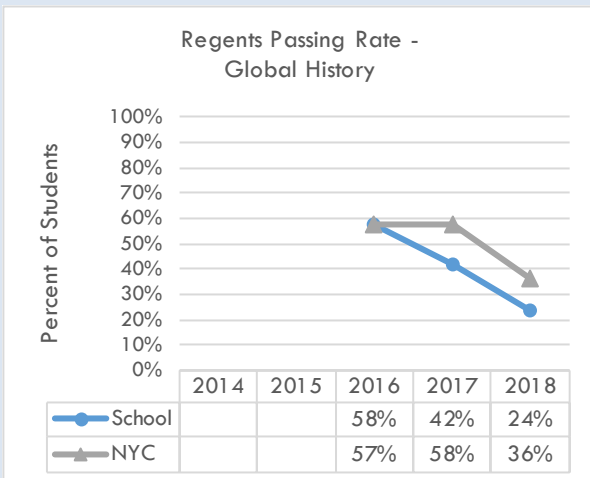


Figure 16

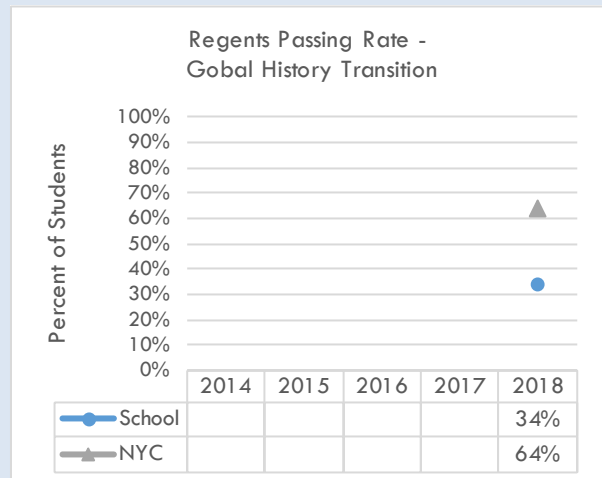


Figure 17

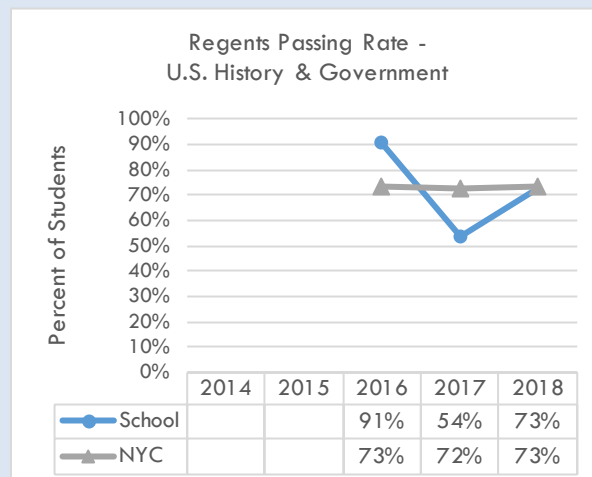


Figure 18

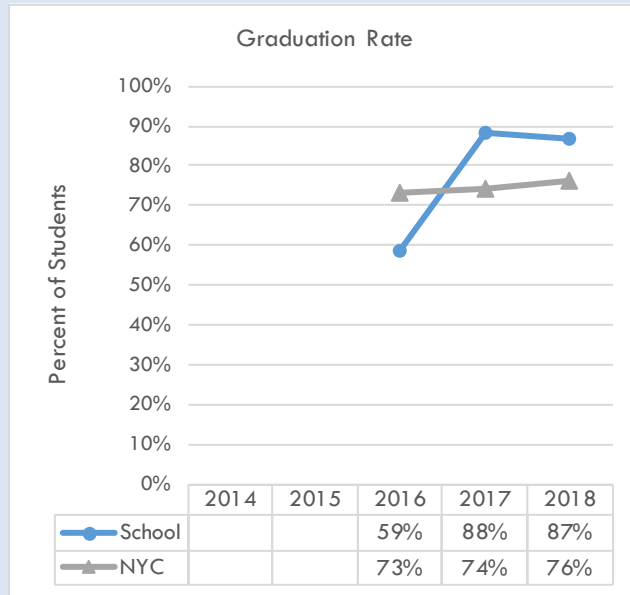


Figure 19

## 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>v</sup>

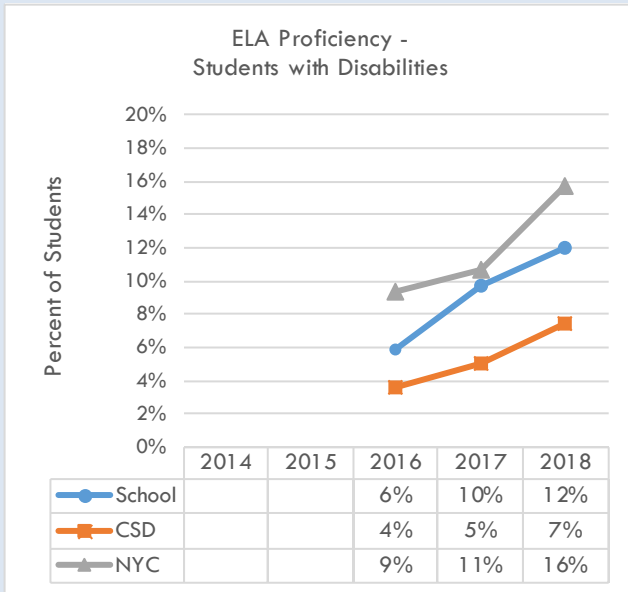


Figure 20

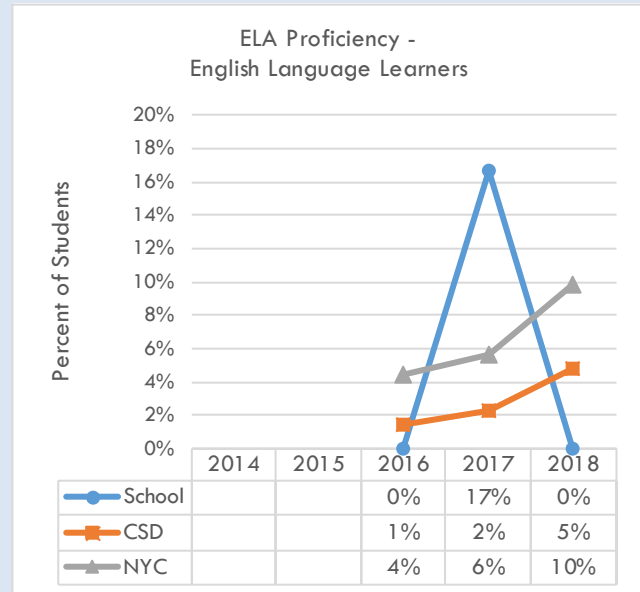


Figure 21

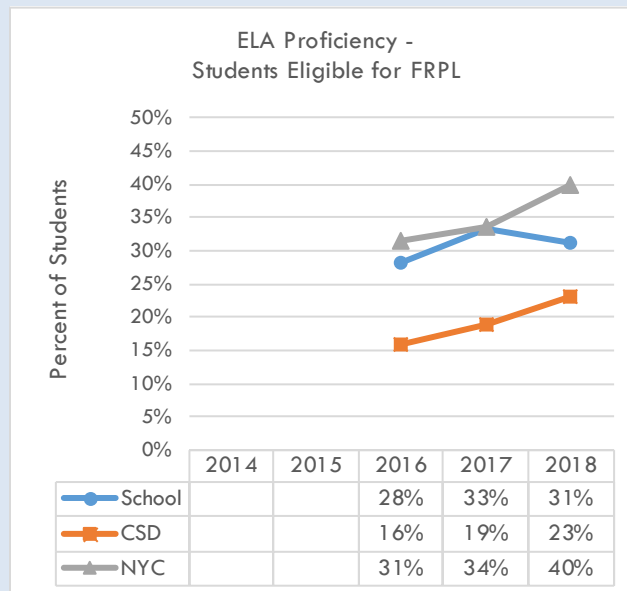


Figure 22

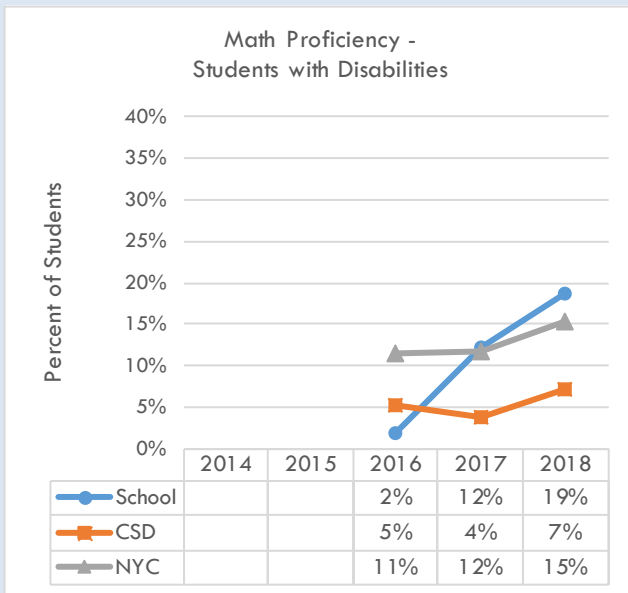


Figure 23

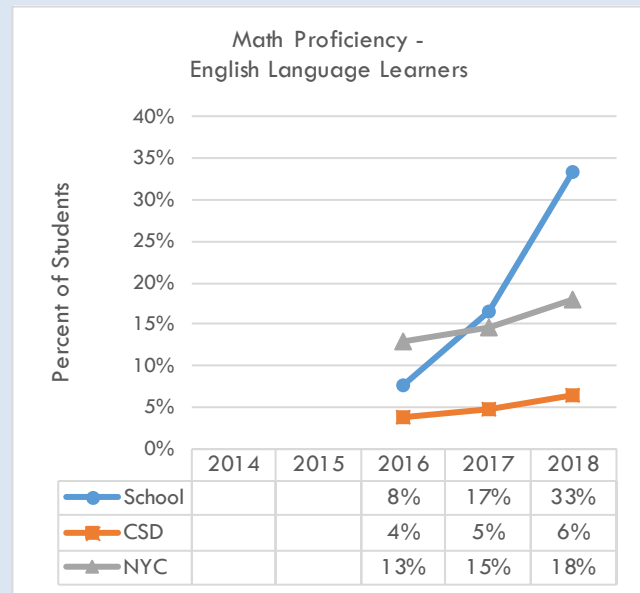


Figure 24

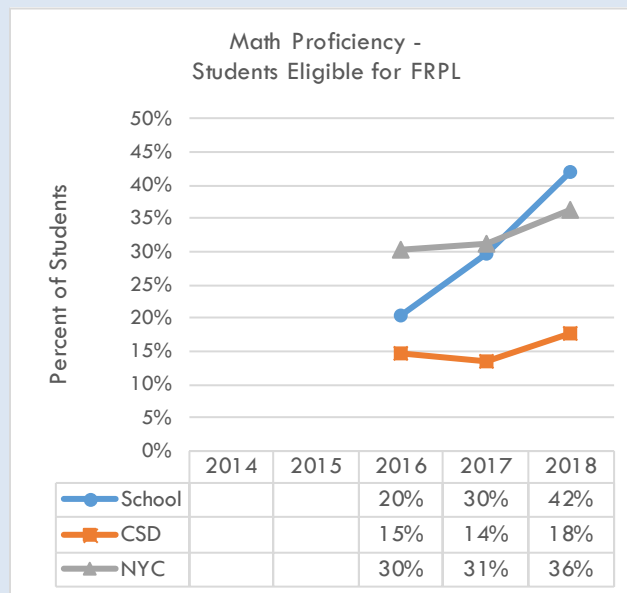


Figure 25

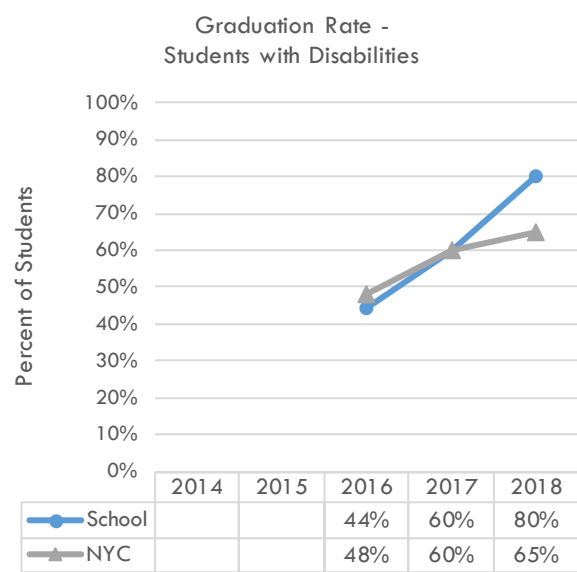


Figure 26

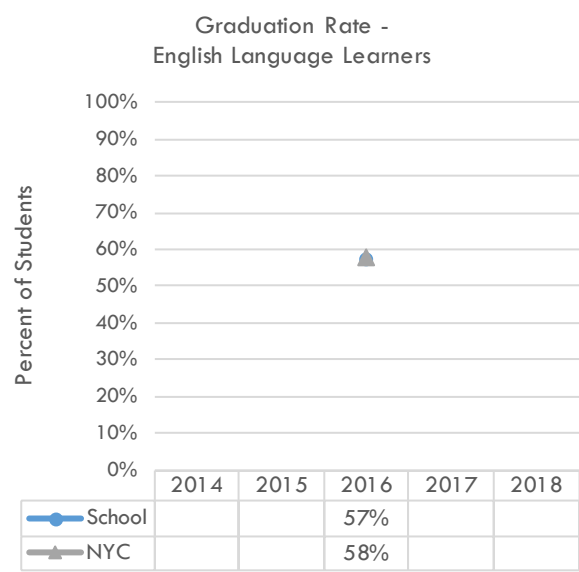


Figure 27

<sup>16</sup> Note that results in cases when five or fewer graduated are not displayed.

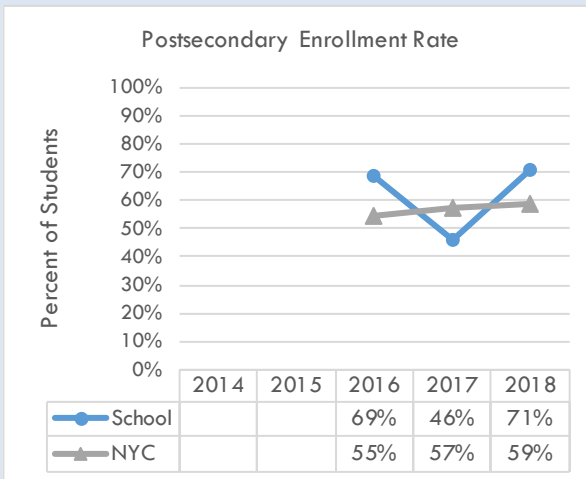


Figure 28

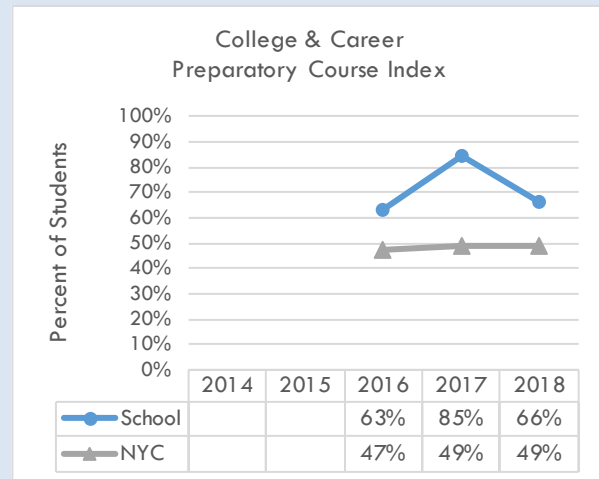


Figure 29

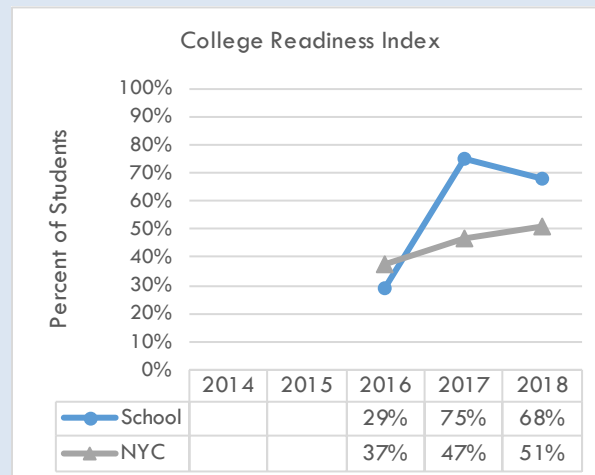


Figure 30

<sup>17</sup> For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

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

At the time of this school's renewal, Bronx Lighthouse 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.

---

### CURRENT BOARD OF TRUSTEES<sup>18</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Javier Lopez-Molina	Chair	CEO Support & Evaluation	4
2. Evelyn DeGonzalez	Trustee	School Culture	2
3. Vilma Caba	Parent Member	School Culture	4
4. Briar Thompson	Trustee	N/A	2
5. Stacy Sutherland	Trustee	N/A	1
6. Eric Kinsey	Trustee	N/A	1
7. Frantz Merine	Trustee	N/A	1
8. Sara Jean-Jacques	Trustee	N/A	1
9. Nikali Jones	Secretary	N/A	2
10. Robb Granado	Treasurer	Finance	2

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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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#### TRANSFORMATIVE INSTRUCTION

In Lighthouse classrooms, learning begins where traditional teaching ends. The teacher's purpose is greater than delivering information and scholar success is more than receiving, storing, and applying information. Teachers are called upon to create learning experiences that pique curiosity, engage scholars, and invest them in the learning by proving that what is being taught matters.

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#### COLLEGE AND CAREER READINESS

At Lighthouse Academies, we are redefining what it means for a student graduating from our schools to be ready. The nature of our sector requires that we prepare students for postsecondary education and a career

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<sup>18</sup> Board of Trustees as of October 1, 2018.

in a competitive field; our personal commitment to excellence pushes us to aim even bigger by equipping students with the characteristics needed to be life ready.

---

## SOCIO-EMOTIONAL LEARNING AND RESTORATIVE APPROACHES

All Lighthouse leaders and teachers acknowledge that the social and emotional development of all students is equally as important as academic development. To this end, students at Lighthouse Academies will be prepared to self-manage, resolve conflicts, and successfully work through emotional challenges to thrive when the chips are down. The world needs resilient citizens and we aim to help develop resourceful problem solvers.

---

## TEACHER DEVELOPMENT

At Lighthouse, we believe in elevating the professional status of the teaching profession by connecting educators and learning together. Whether you are a new or veteran teacher or leader at Lighthouse, you will expect to have your perspective broadened through cross campus visits, network off-site workshops, ongoing coaching and professional learning experiences.

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## MORE TIME ON TASK

We believe that to get ahead and crush the odds that are stacked against our scholars we need more time in school. More time allows us to provide our scholars with more exposure, opportunity, and learning that is found in more affluent school systems.

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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### STAFFING<sup>ix</sup>

In the 2016-17 school year, 3 or 30% of leadership staff left the school; 21 or 35% of instructional staff left the school; and 15% of non-instructional staff left the school. In the 2017-18 school year, 0% of leadership staff left the school; 5 or 9% of instructional staff left the school; and 0% of non-instructional staff left the school.

---

### GOVERNANCE

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and the Board met 12 times. The Board met quorum for 12 out of the 12 times that meetings took place in 2016-17.

In 2017-18, the Board had between 6 and 10 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2017-18 calendar listed 12 Board meetings, and the Board met 12 times. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 12 out of the 12 meetings that took place in 2017-18.

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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 November 1, 2018. 46 individuals attended the hearing. 16 comments were made in support and 0 were made in opposition to the proposed charter renewal. Comments in support focused on the great achievements of the alumni, the ability to send siblings to the school, and the dedication of the staff and teachers.

## PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>19</sup>	Details
<b>Supportive Environment</b>		
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: Not Met</b> <b>2017-18: Not Met</b> The policy does not outline the authorizer as part of the complaint procedure.
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>20</sup>	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 31
Student attendance rate meets or exceeds CSD average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 32
Student attendance rate meets or exceeds Citywide average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 32
Improved student retention rate over prior year	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 33
Decreased student suspension rate over prior year <sup>21</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figures 47 and 48
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	●	<b>2016-17: Met</b> <b>2017-18: Met</b>

<sup>19</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>20</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.

<sup>21</sup> To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

<b>Standards</b>	<b>Charter Term Outcomes<sup>19</sup></b>	<b>Details</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>
Board held the required number of meetings per the charter law	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
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: Not Met</b> <b>2017-18: Not Met</b> See Figure 36
School's ELL retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 37
School's SWD enrollment meets or exceeds CSD rate	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 34
School's SWD retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 35
School's FRPL enrollment meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 38
School's FRPL retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 39

<b>Standards</b>	<b>Charter Term Outcomes<sup>19</sup></b>	<b>Details</b>
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>
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>22</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> Three staff members did not receive fingerprint clearances prior to start date. <b>2017-18: Not Met</b> The school had one staff member start prior to their fingerprint clearance date.
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: Not Met</b> Meeting minutes are not posted for July, August, October, November, December, January or February of the 16-17 school year. <b>2017-18: Met</b>

<sup>22</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.

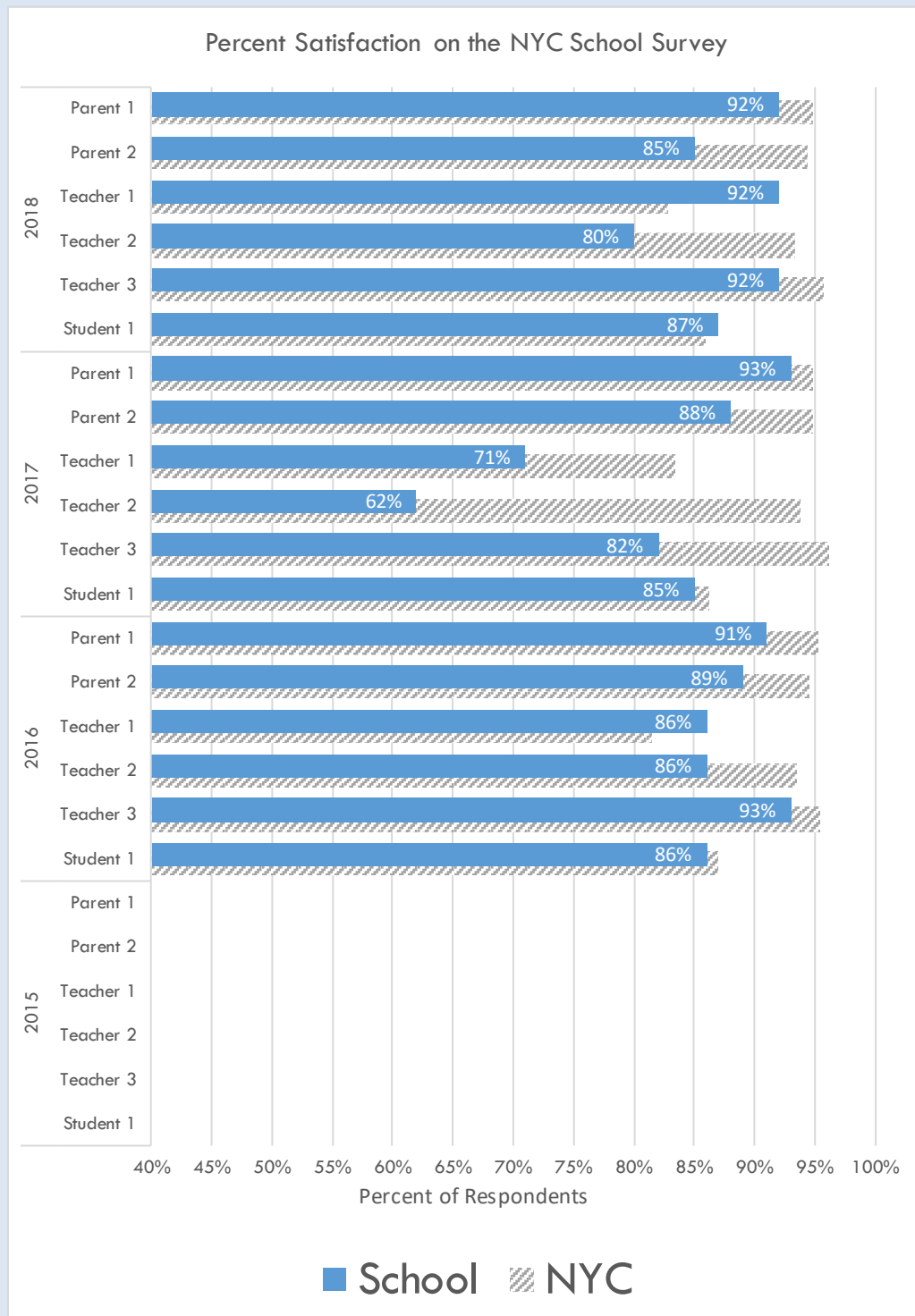


Figure 31

## ATTENDANCE, ENROLLMENT<sup>23</sup> AND RETENTION<sup>xi</sup>

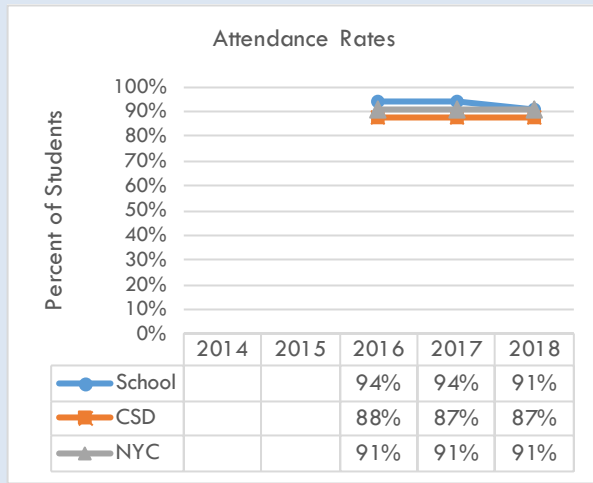


Figure 32

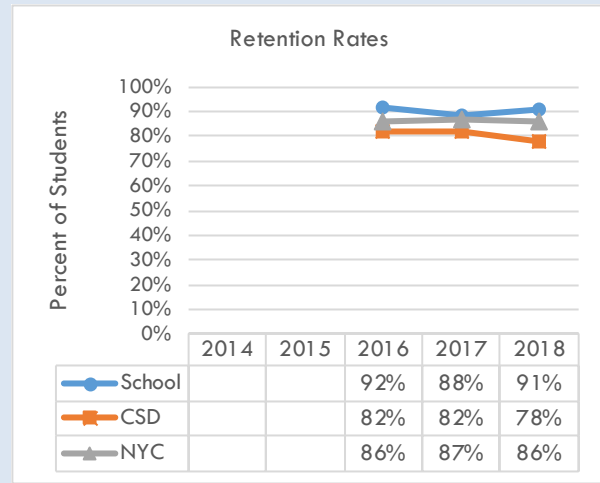


Figure 33

<sup>23</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.

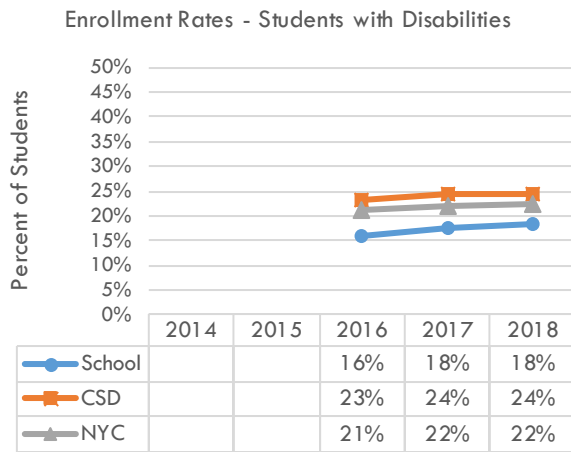


Figure 34

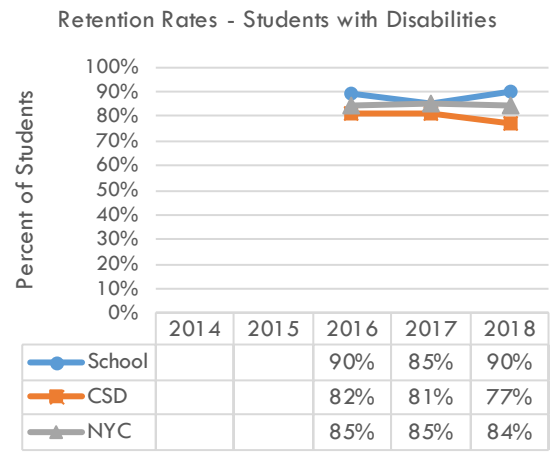


Figure 35

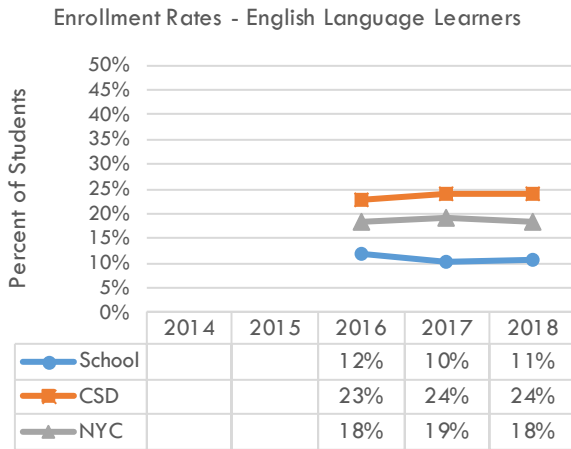


Figure 36

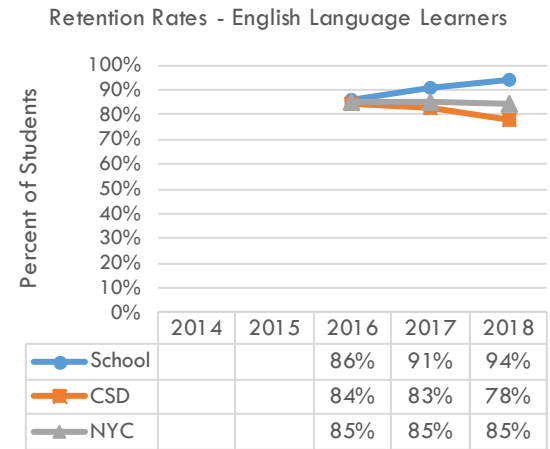


Figure 37

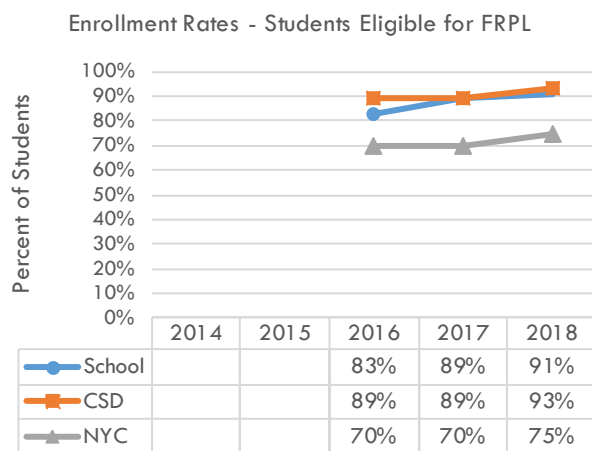


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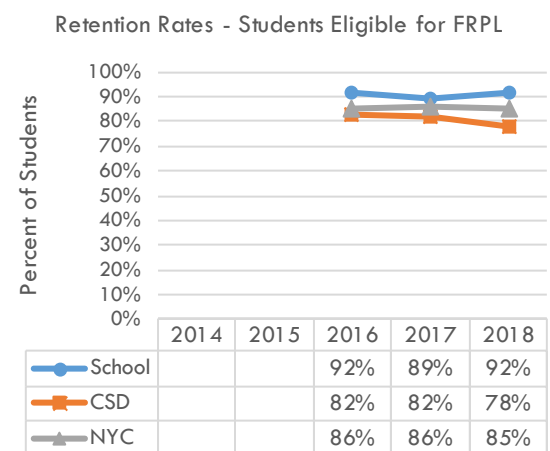


Figure 39

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

At the time of this school's renewal, Bronx Lighthouse 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.

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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 a management service agreement with Lighthouse Academies, Inc. Lighthouse Academies, Inc. provides the following services: management, operation, accounting, administration of the Educational Program, including technology services, personnel functions, business administration, and accounting. Lighthouse Academies, Inc. charges the school 4.5% of revenues for these services. The management fee for FY18 was \$498,202.

The school has \$70,354 in escrow, meeting the \$70,000 requirement.

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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>24</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 40
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 41
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 42

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<sup>24</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>24</sup></b>	<b>Details</b>
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: Met</b> <b>2017-18: Met</b> See Figure 43
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. Bronx Lighthouse has two evaluable years.
Debt to assets ratio less than 1.0	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 45
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. Bronx Lighthouse 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: Met</b> <b>2017-18: Not Met</b> See Figure 44 <sup>25</sup>
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. Bronx Lighthouse has two evaluable years.

<sup>25</sup> As per the school, “Bronx Lighthouse Charter School entered into a lease agreement with BLCS Property Holdings Company (BPHC) in 2011 for the building at 1005 Intervale Avenue which houses the school's high school grades 9-12. BPHC had financed the construction of the building with New Market Tax Credits (NMTC) loans. The loans called for interest only payments in addition to a monthly amount deposited to a Sinking Fund account, held in the school's name, but only to be used for payment towards the principal of the loans when they matured in 2018. The school recognized and budgeted for these payments as rent expense. For proper accounting presentation, these payments were recognized as a transfer to a restricted bank account. Each year the total deposited into this account was around \$500k and impacted the unrestricted cash flow calculations. In October 2018, the NMTC loans matured; as such, the unrestricted cash flow for fiscal year 2019 and beyond is projected to be positive. “

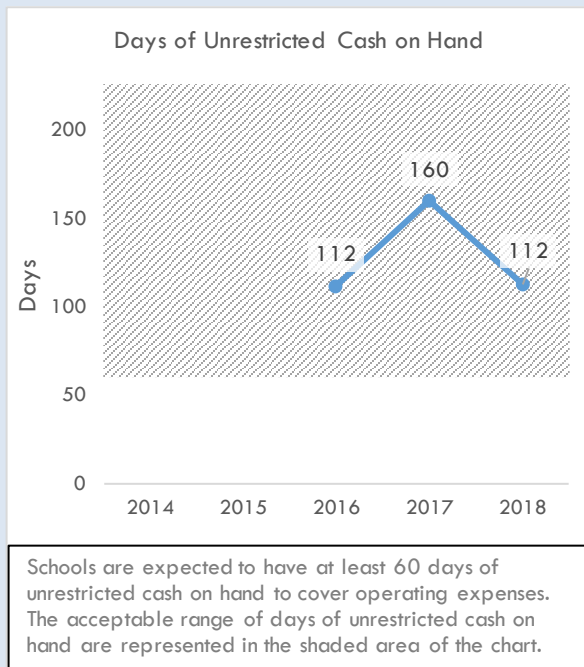


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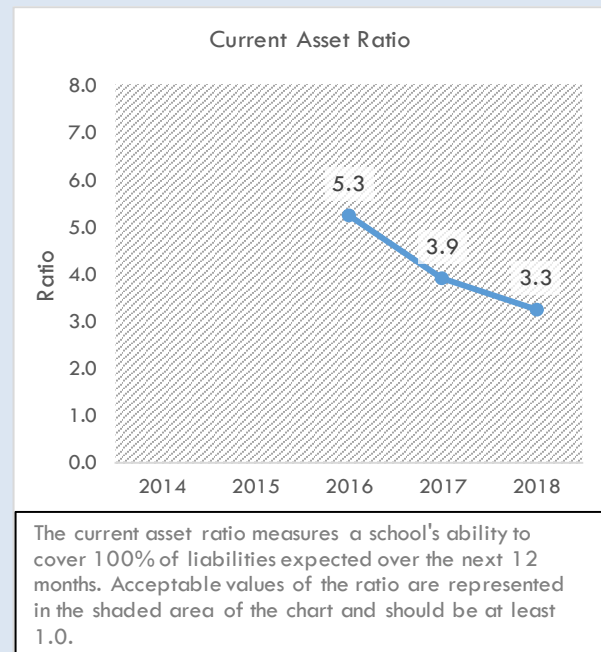


Figure 41

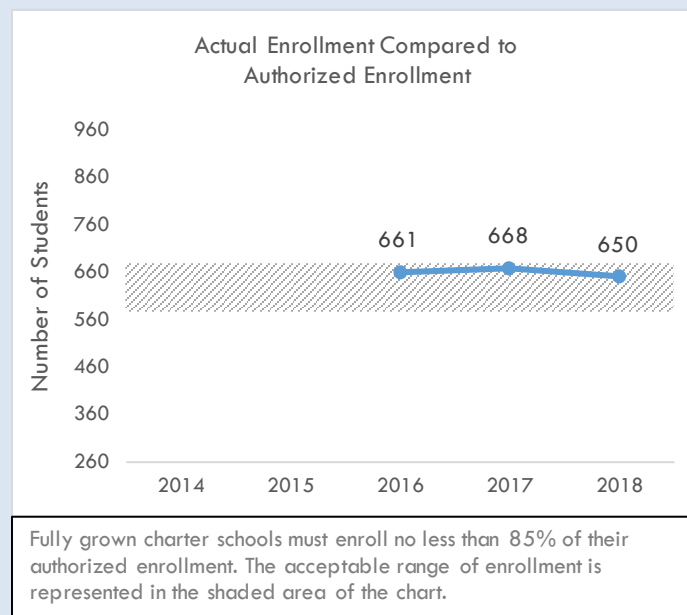


Figure 42

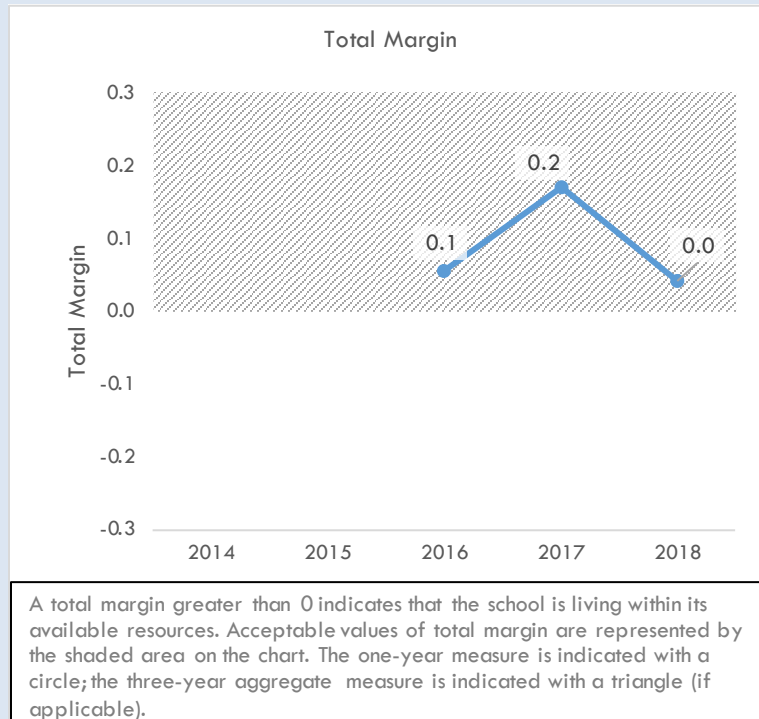


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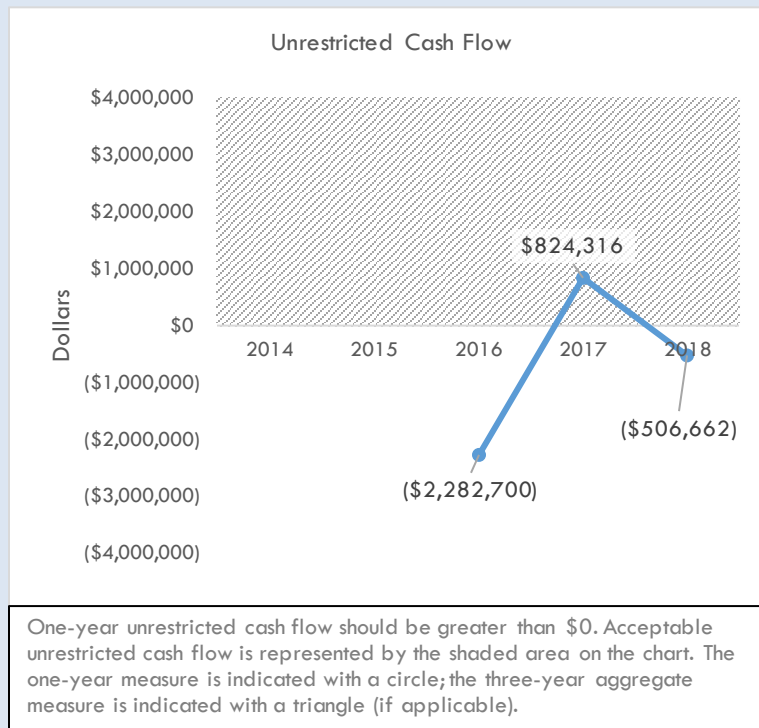


Figure 44

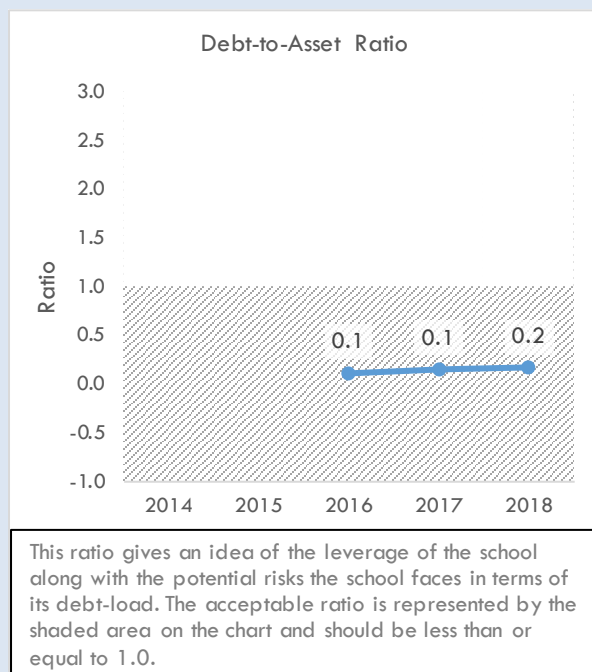


Figure 45

## APPENDIX A: SCHOOL OVERVIEW

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

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	2 grades K-8: 2, grades 9-12: 3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	All
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	635
Number of Students Accepted via the Lottery (School Year 2018-2019)	50
Lottery Preferences	No
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

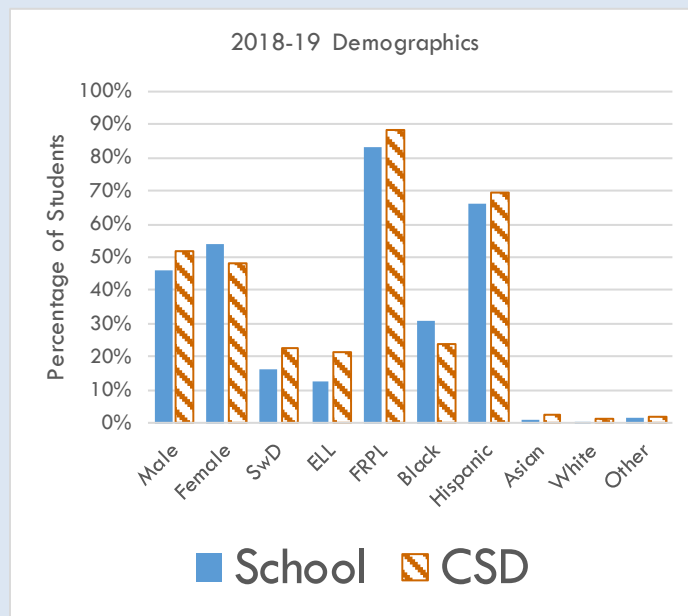


Figure 46

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

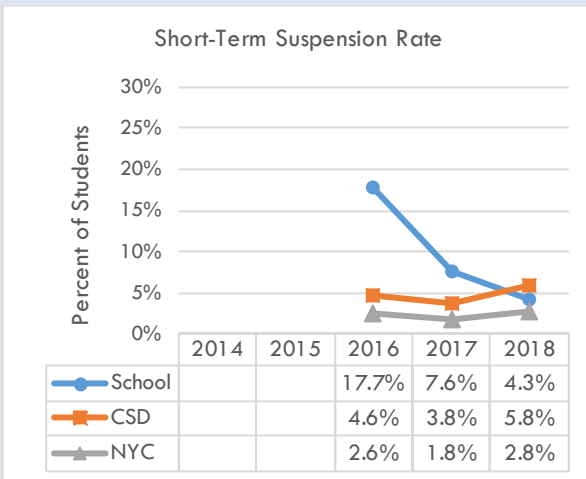


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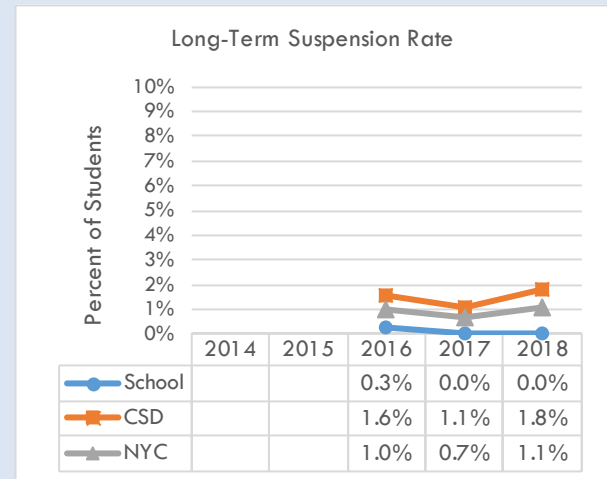


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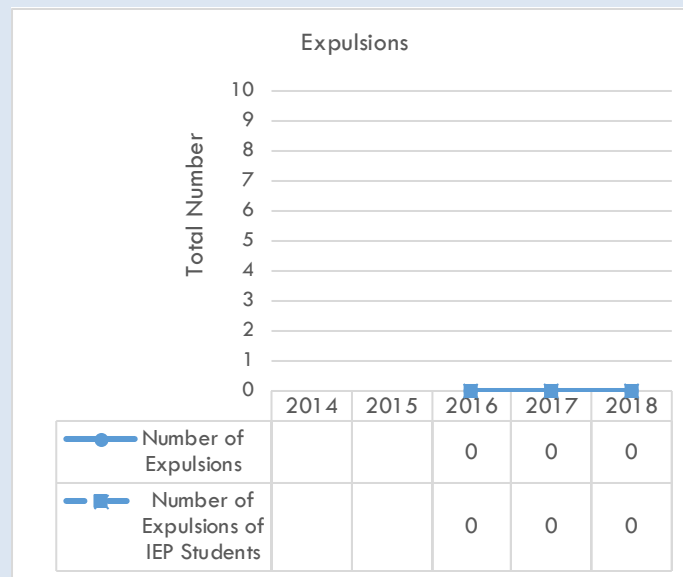


Figure 49

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Bronx Lighthouse on November 1<sup>st</sup> and 2<sup>nd</sup>, 2018. 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 CAAT did not have the opportunity to observe that item during the visit.

- Evidence of clarity in instruction; CAAT observed mixed evidence of this in the classes for grades K-6 and saw evidence of this in a majority of the classes for grades 7-12.
- Evidence of strategic decision making on the part of the teacher; CAAT observed mixed evidence of this in the classes for grades K-6 and saw evidence of this in a majority of the classes for grades 7-12.

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

### GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Bronx Lighthouse Charter School</b>					
Grade 3			27%	27%	26%
Grade 4			27%	29%	35%
Grade 5			17%	43%	14%
Grade 6			17%	15%	39%
Grade 7			32%	28%	30%
Grade 8			45%	69%	57%
<b>DIFFERENCE FROM CSD</b>					
Grade 3			9%	4%	-2%
Grade 4			10%	10%	8%
Grade 5			3%	29%	-2%
Grade 6			4%	1%	18%
Grade 7			15%	8%	11%
Grade 8			25%	40%	26%

### GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Bronx Lighthouse Charter School</b>					
Grade 3			36%	67%	54%
Grade 4			42%	22%	61%
Grade 5			10%	32%	27%
Grade 6			2%	26%	44%
Grade 7			23%	11%	37%
Grade 8			15%	21%	32%
<b>DIFFERENCE FROM CSD</b>					
Grade 3			20%	45%	28%
Grade 4			26%	9%	40%
Grade 5			-4%	18%	12%
Grade 6			-12%	13%	31%
Grade 7			6%	-1%	23%
Grade 8			3%	11%	14%

ENGLISH/LANGUAGE ARTS

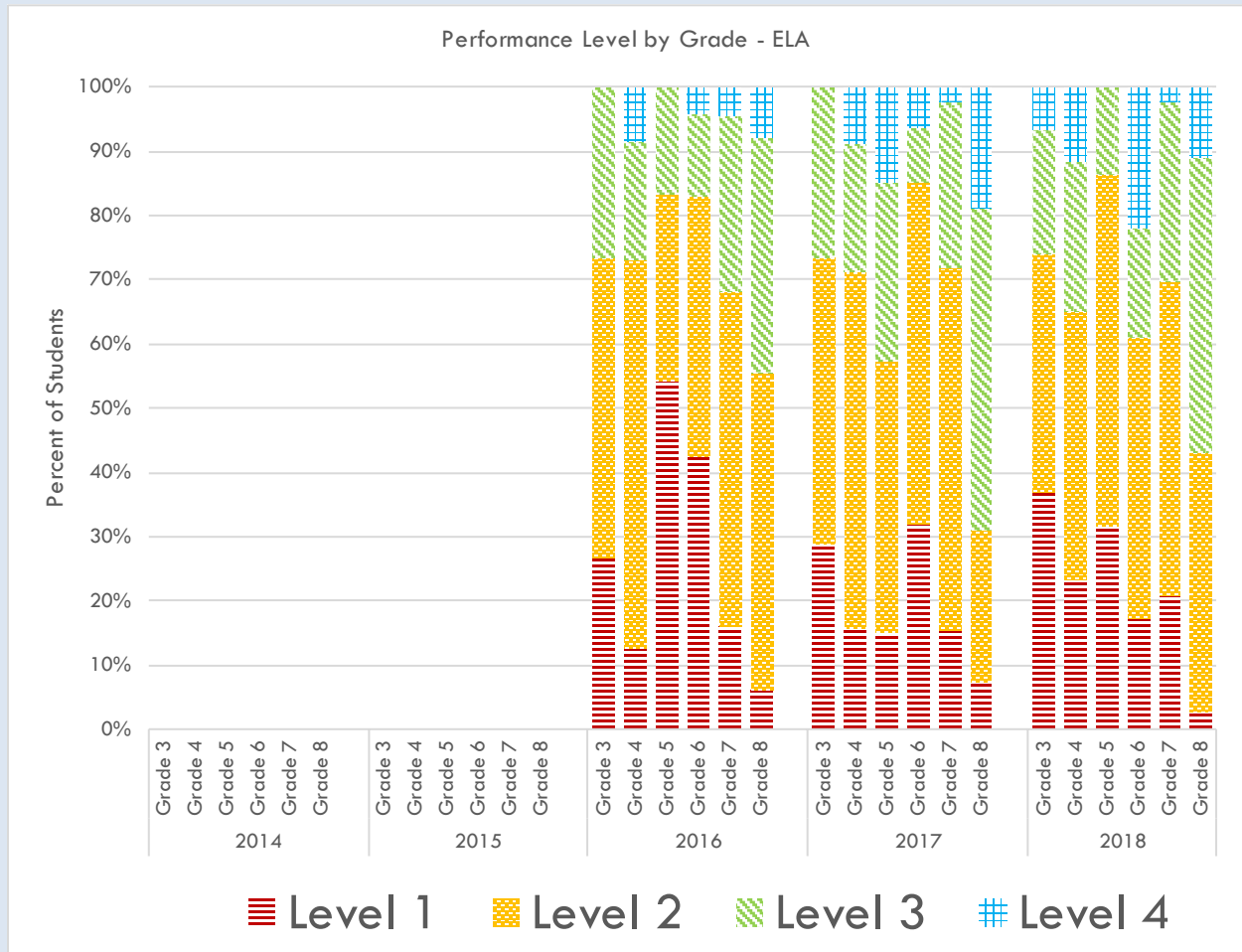


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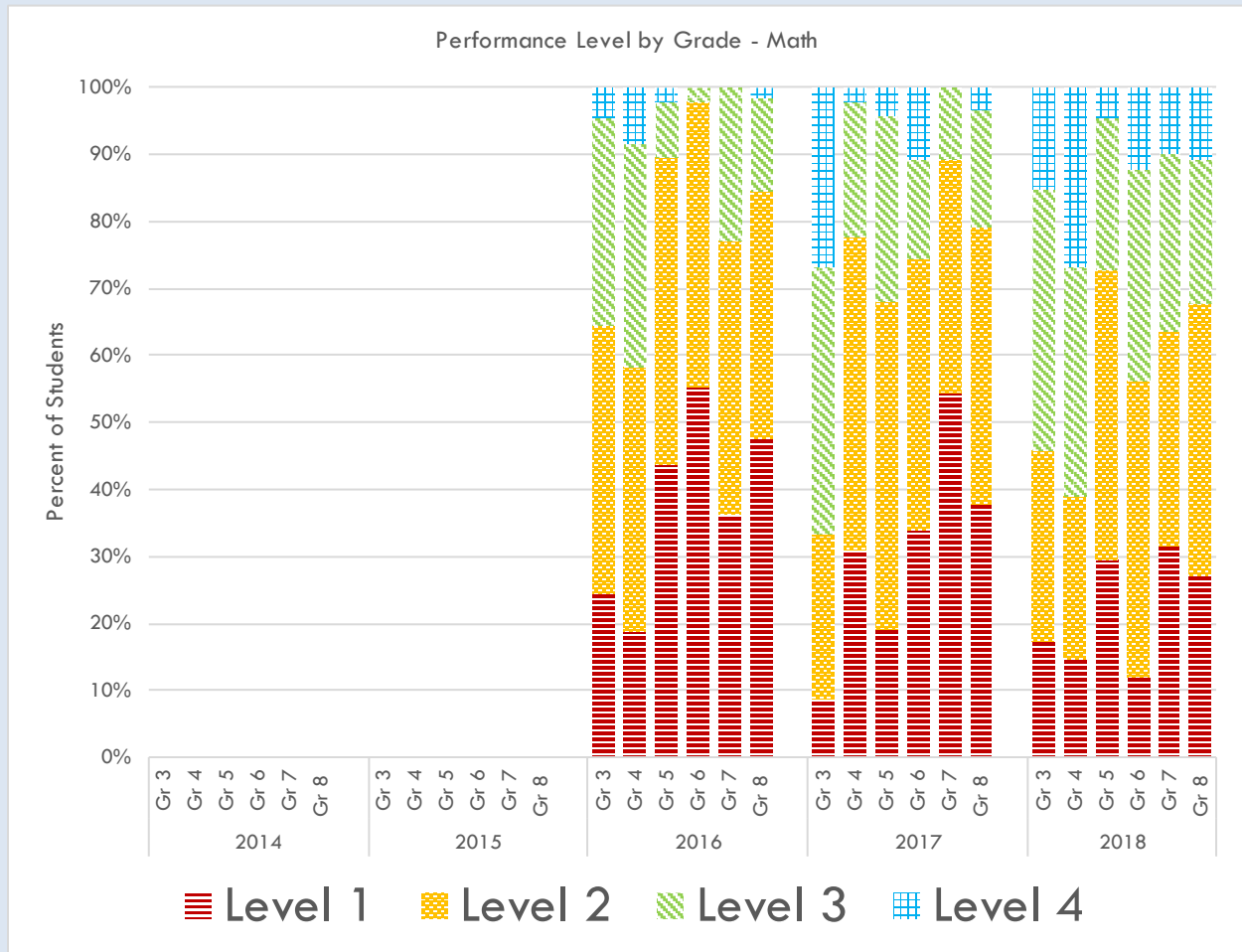


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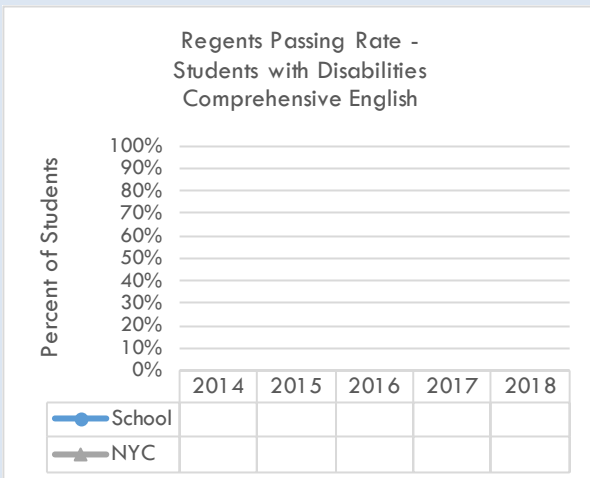


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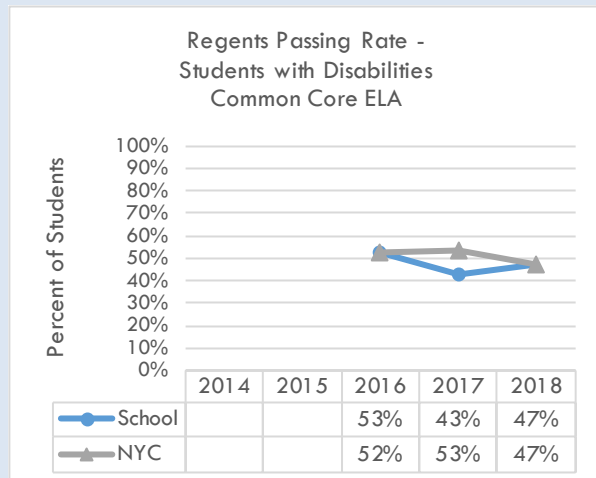


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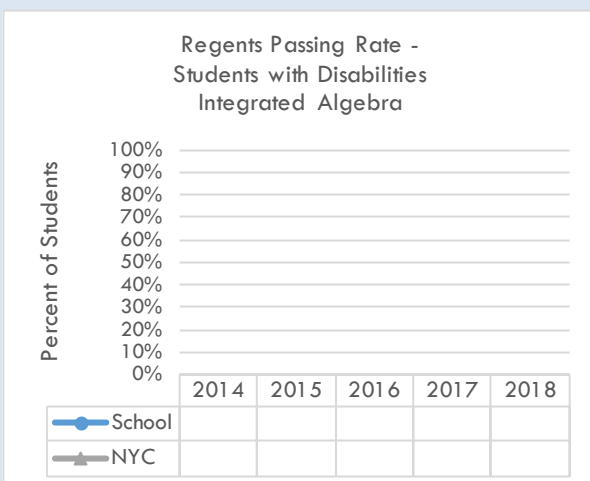


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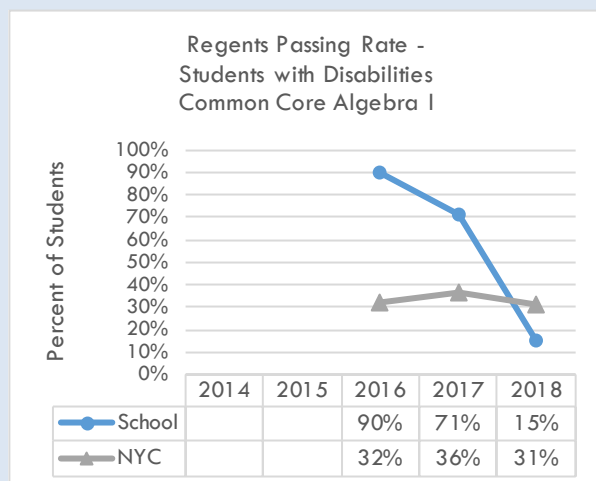


Figure 55

<sup>26</sup> If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

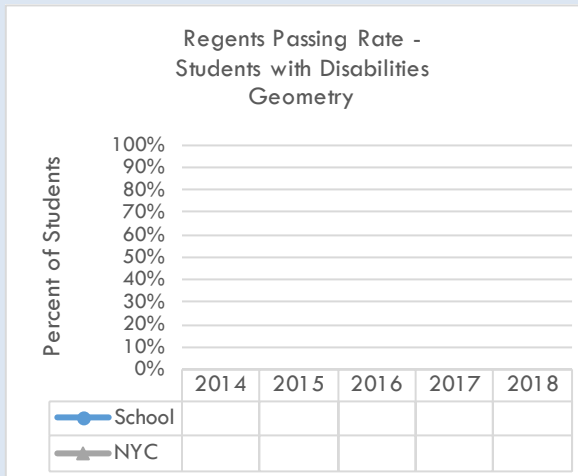


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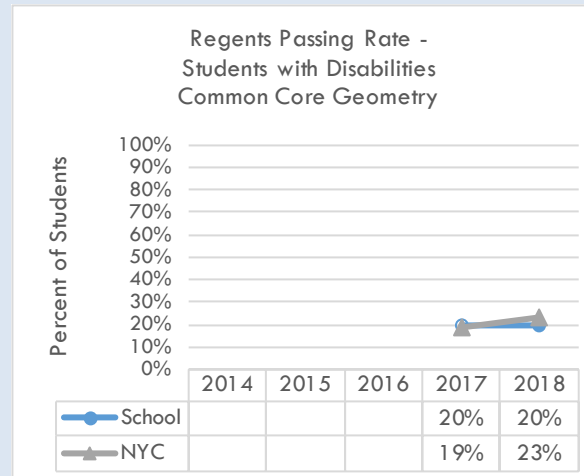


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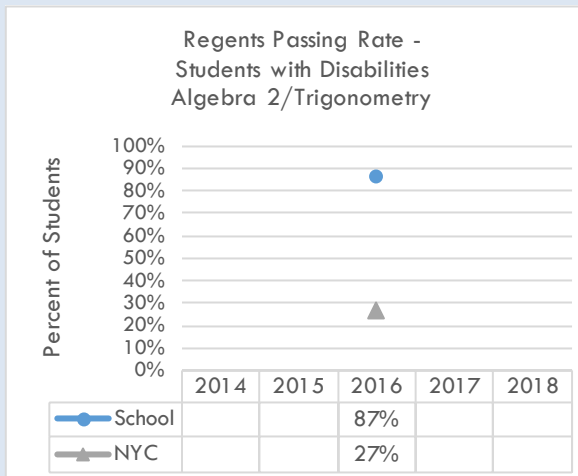


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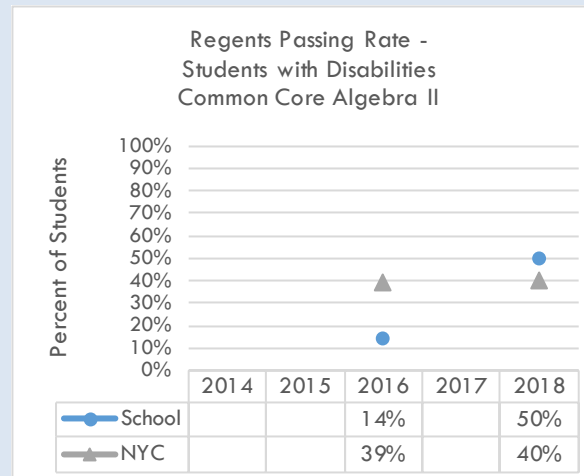


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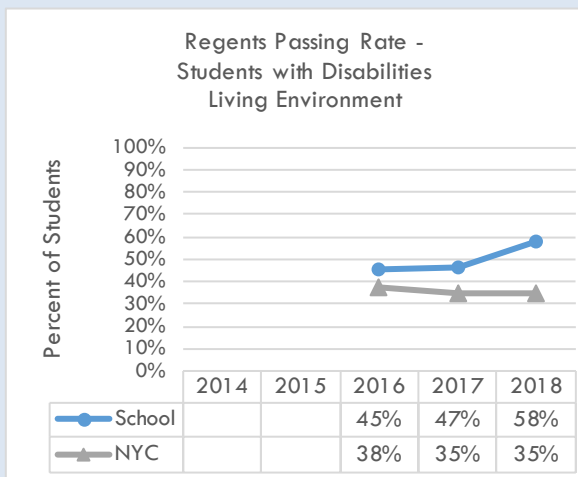


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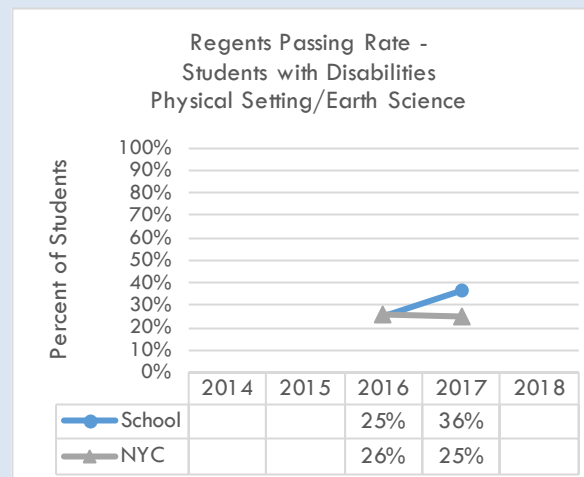


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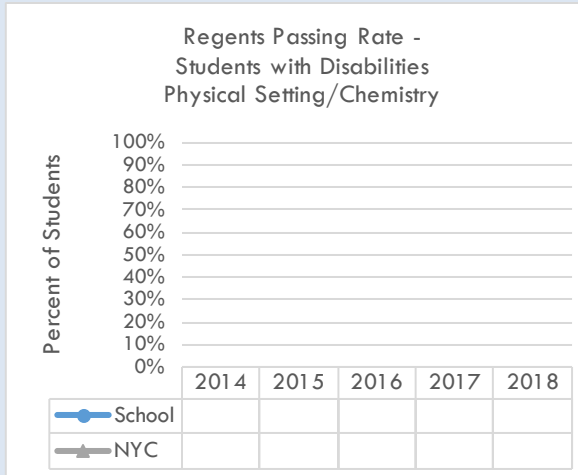


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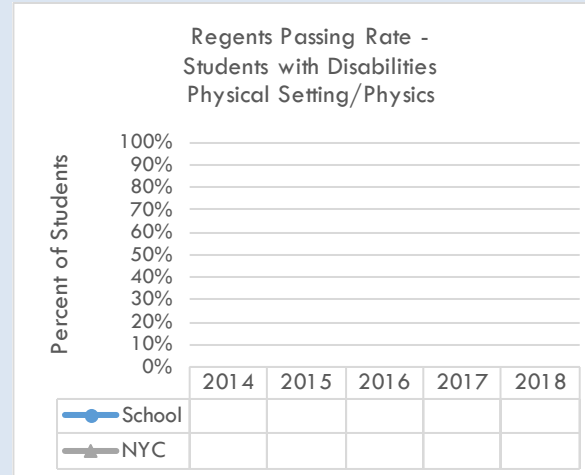


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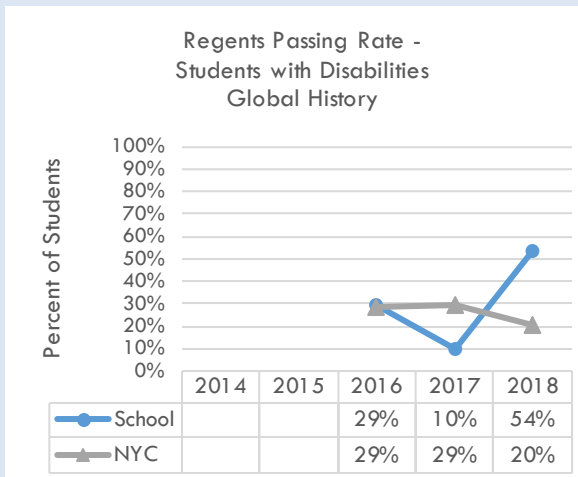


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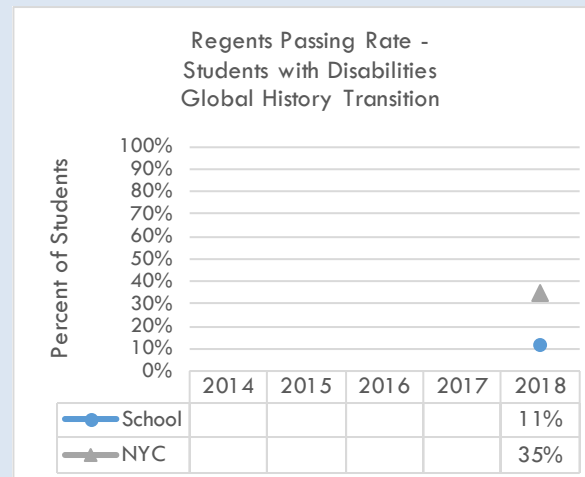


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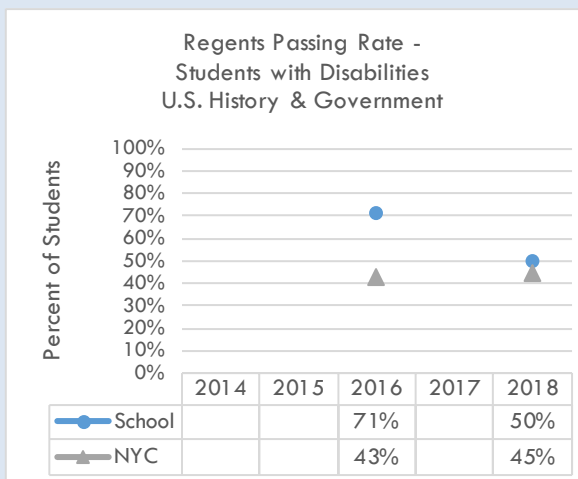


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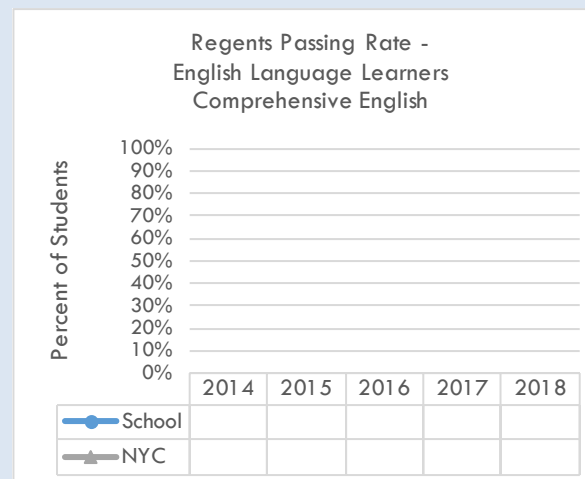


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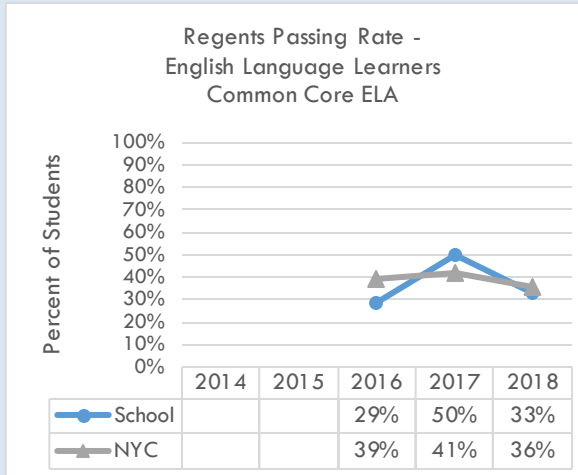


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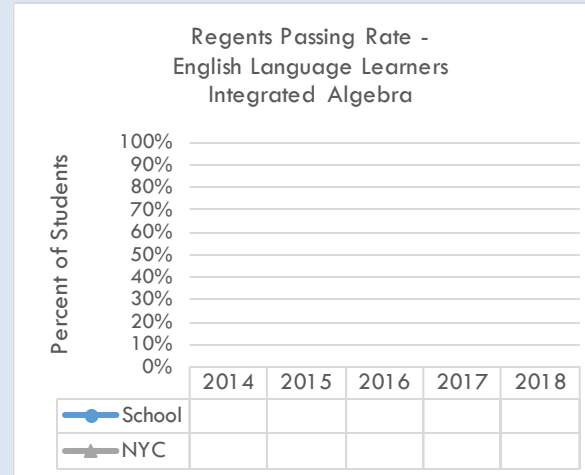


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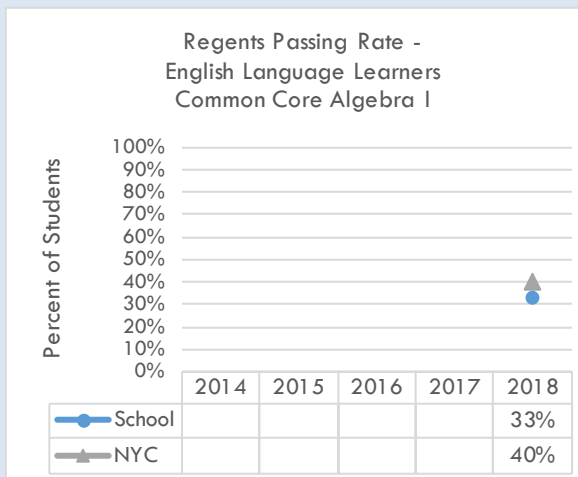


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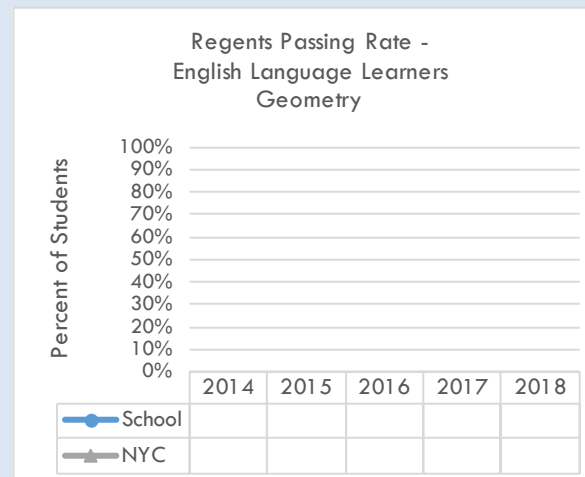


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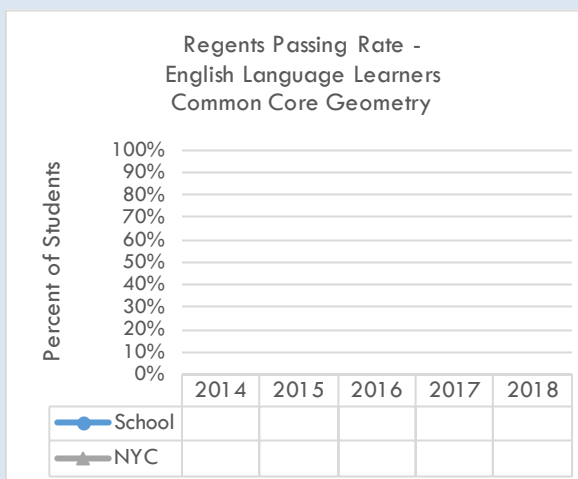


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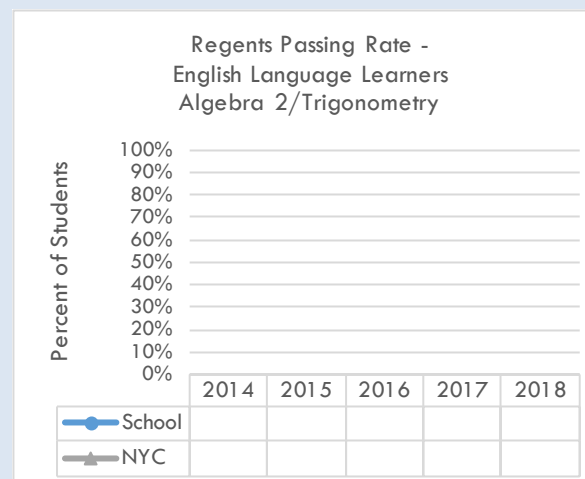


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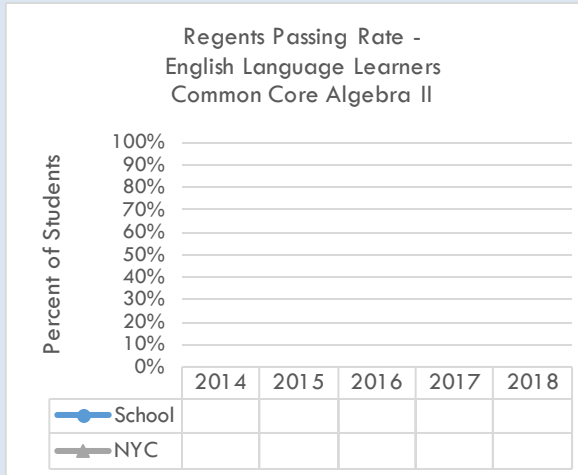


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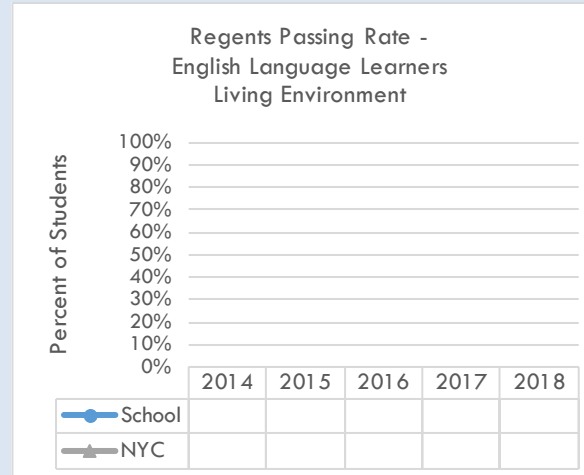


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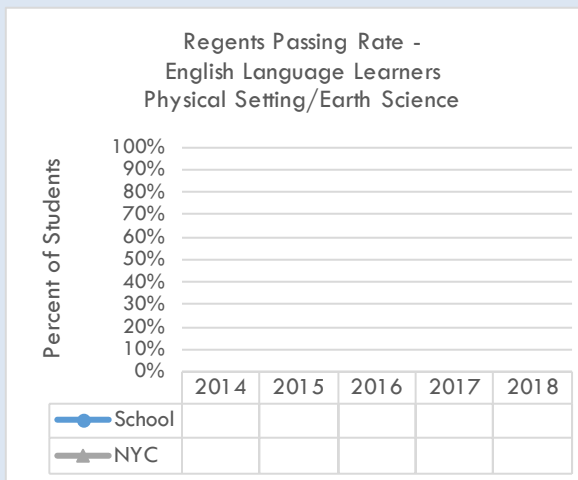


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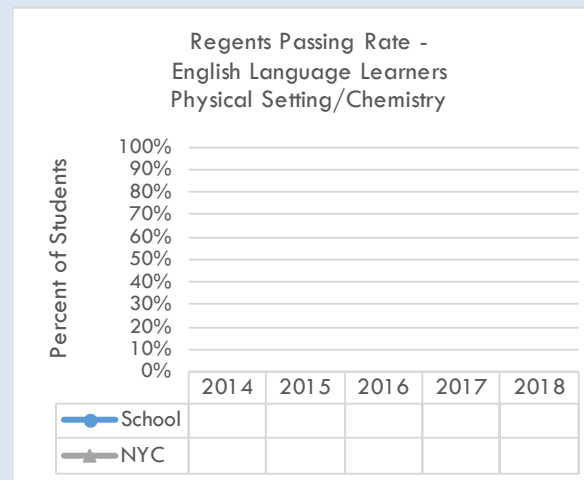


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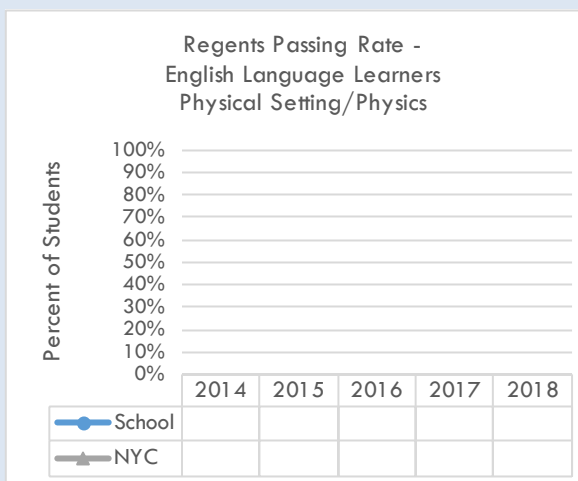


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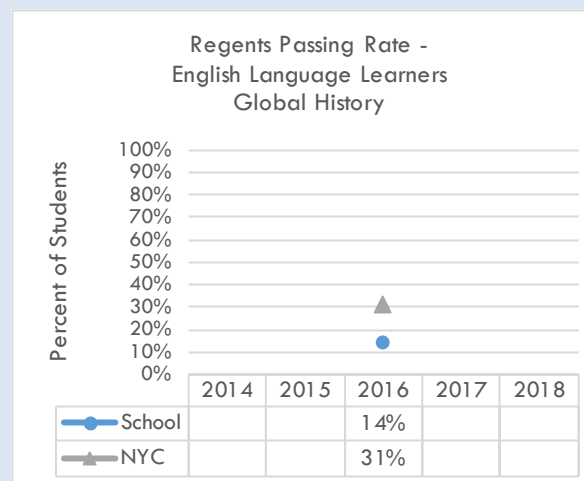


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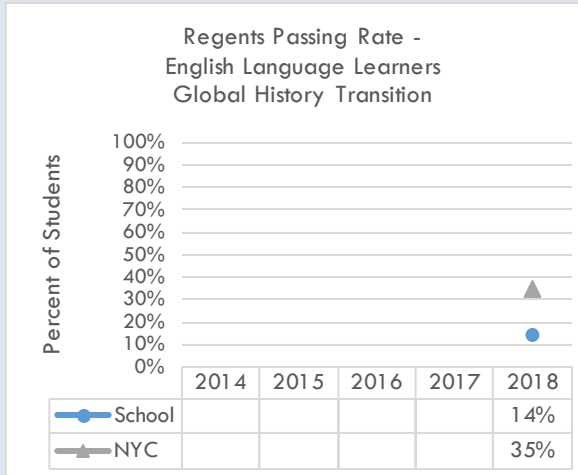


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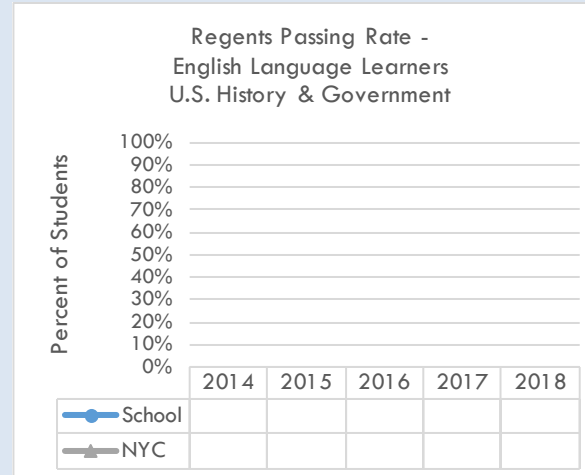


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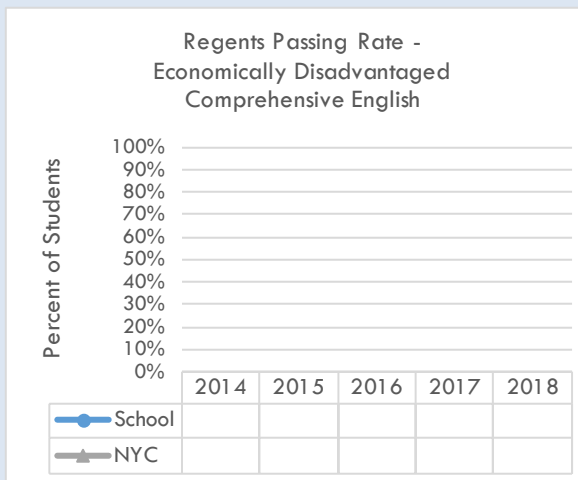


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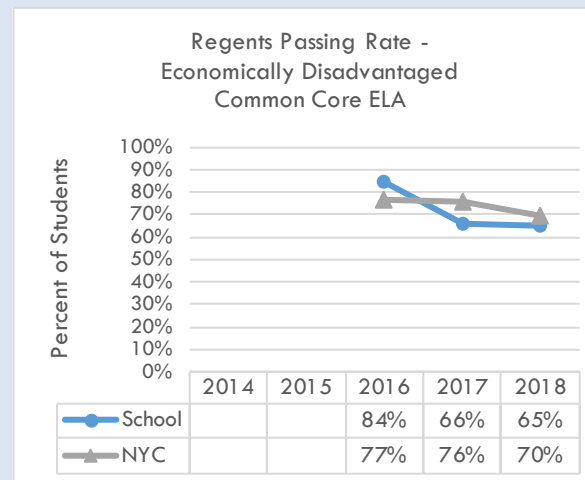


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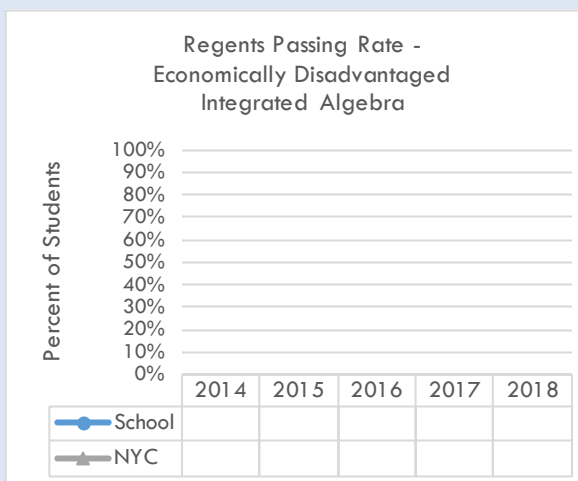


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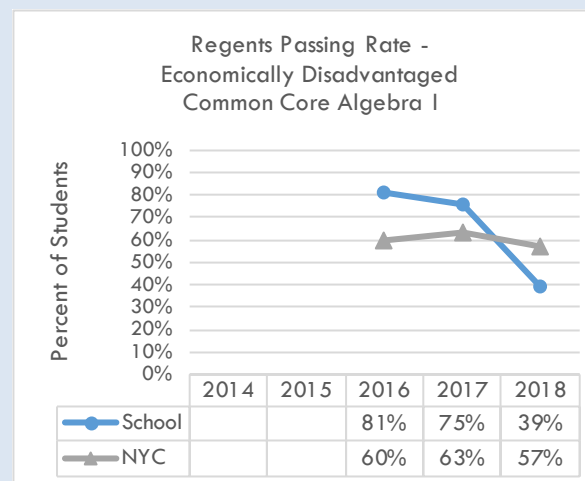


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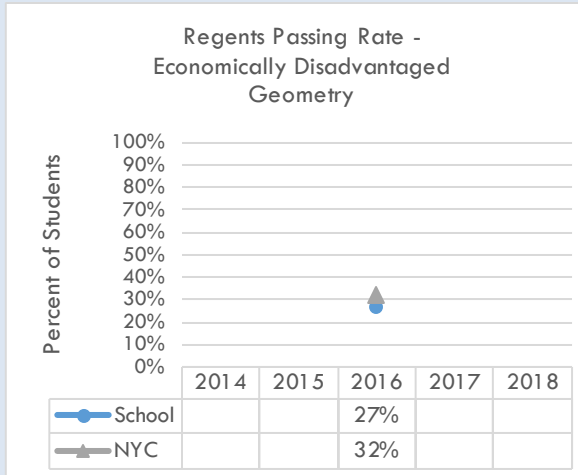


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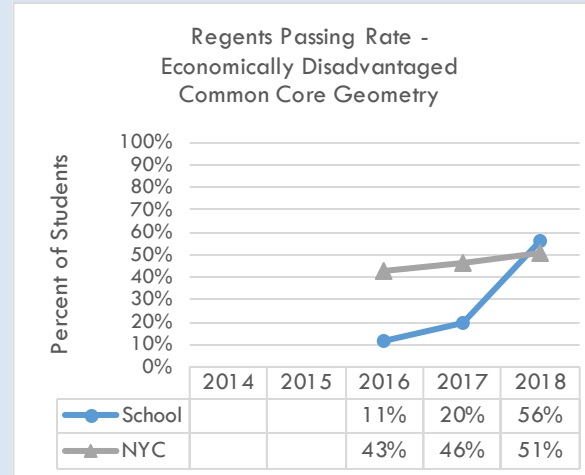


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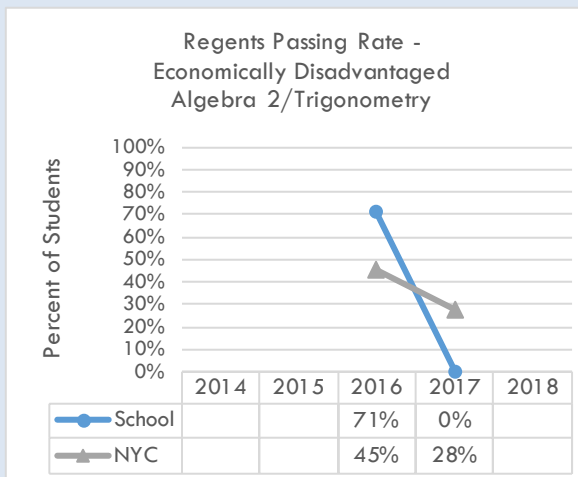


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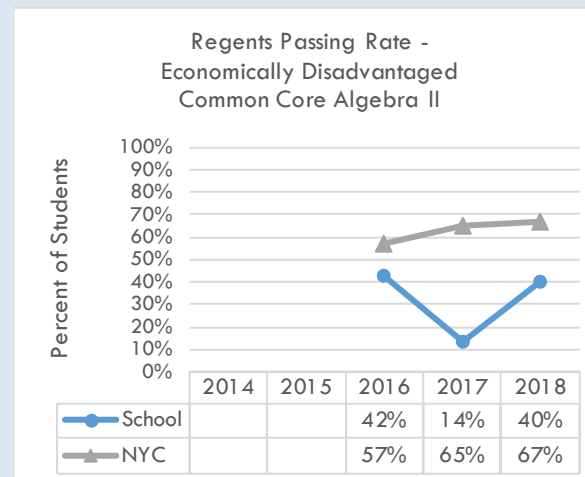


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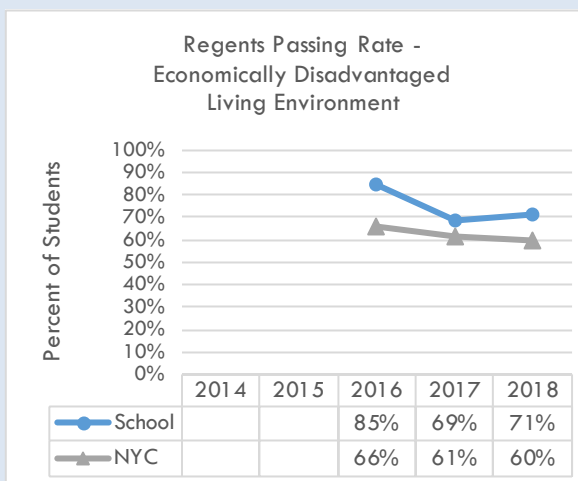


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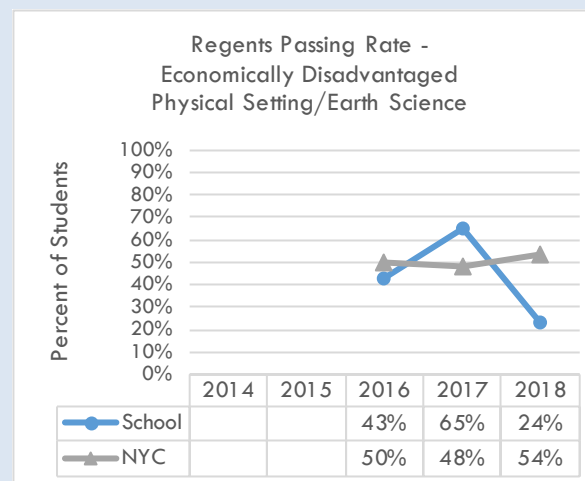


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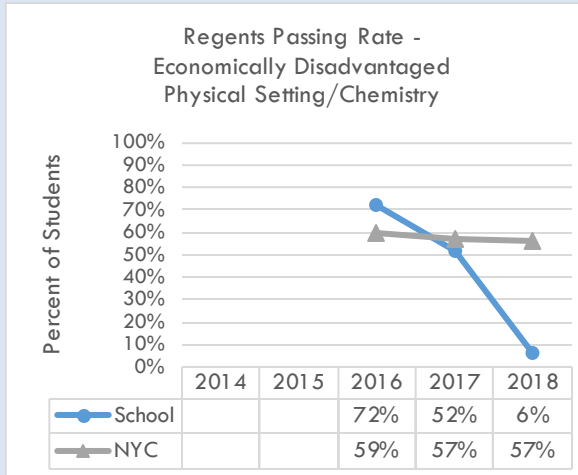


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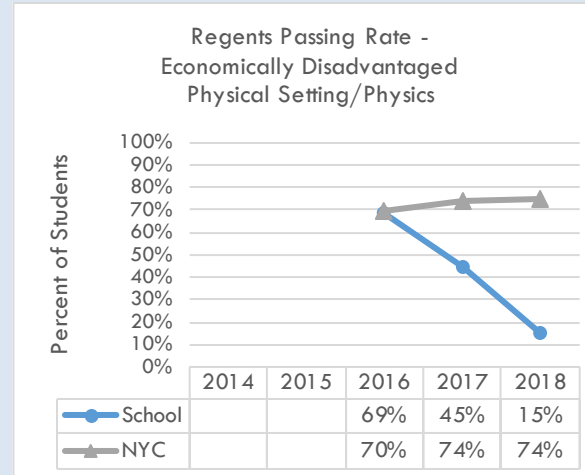


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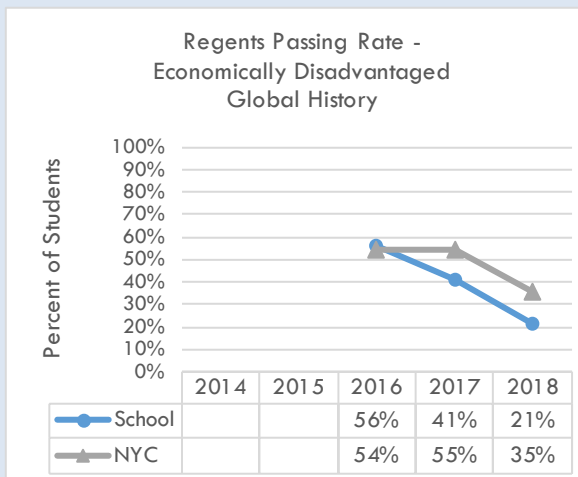


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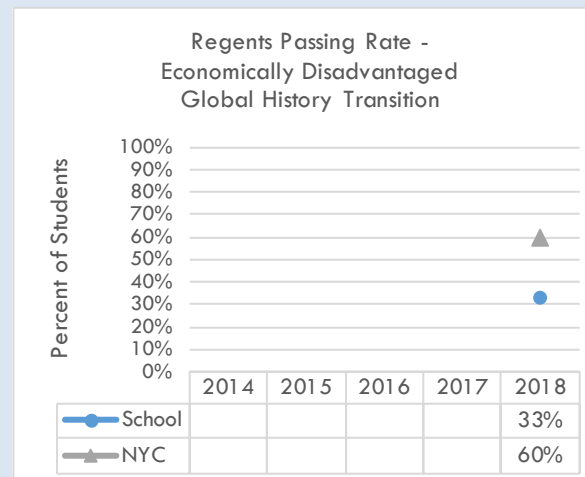


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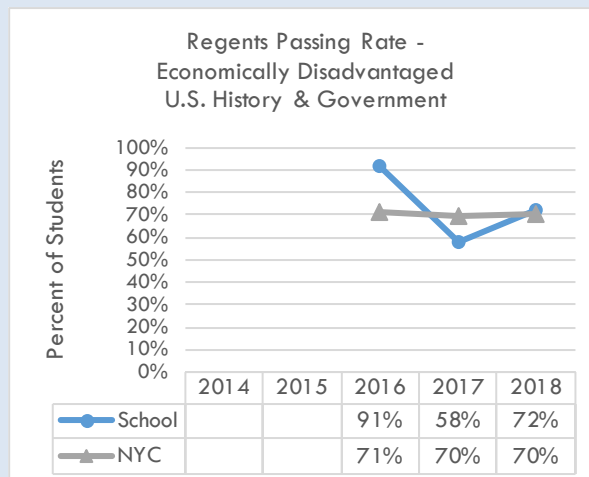


Figure 96

## 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 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.	New York State ELA Examination	Met	Bronx Lighthouse proficiency rate in ELA was 32.7% as compared to 24% for district 12.
Academic Goal 2	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	New York State ELA Examination	Not Met	<p>Bronx Lighthouse proficiency rate in ELA was 32.7%, which is lower than the city average or 46.6%.</p> <p>In order to meet this goal in 2018-2019 the school has taken a number of steps. We</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
	percentage for city			continue our balanced literacy approach in grades 3-8 to teach explicitly teach writing instruction. We transition from using the IRLA reading assessment system to Fountas and Pinnell in order to better assess reading behaviors and build guided reading groups. We are working with a consultant to support us in close reading strategies in grades 3-8. We are also refining our interim assessments so they better align with the NYS ELA examination
Academic Goal 3	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).	New York State Mathematics Examination	Met	Bronx Lighthouse proficiency rate in Math was 42.8% as compared to 18% for district 12.

	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 4	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.	New York State Mathematics Examination	Met	Bronx Lighthouse proficiency rate in Math was 42.8%, which is slightly above the city-wide average of 42.7%.
Academic Goal 5	For each year of the school's renewal charter term, at least 75 percent of students in the school's graduating class will have passed the English Regents exam with scores that meet or exceed CUNY's reading and writing proficiency requirements.	New York State ELA Regents Examination	Met	87.8% (36 out of 41) of the 2018 graduating class from Bronx Lighthouse passed the English Regents exam at a proficiency rates that meet or exceeded CUNY's reading and writing proficiency requirements.
Academic Goal 6	For each year of the school's renewal charter term, at least 75 percent of students in the school's graduating class will have passed a	New York State Mathematics Regents (Algebra, Geometry, Algebra 2)	Met	87.8% (36 out of 41) of the seniors from Bronx Lighthouse passed the regents Algebra 1 exam.

	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
	Math Regents exam with scores that meets or exceeds CUNY's mathematics proficiency requirements			
Academic Goal 7	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	New York State ELA Examination	Not met	This goal was not met by Bronx Lighthouse. Bronx Lighthouse proficiency rate in ELA for 2018 was 32.7 % as compared to 35% in 2017.
Academic Goal 8	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.	New York State ELA Examination	Met	This goal was met by Bronx Lighthouse. Bronx Lighthouse proficiency rate in Mathematics for 2018 was 42.8% as compared to 30% in 2017.
Academic Goal 9	In each year of the charter term, the school will have increased pass rates on the Comprehensive or Common Core English Regents exam.	New York State ELA Regents Examination	Not Met	In 2017 - 18, 64.2% of students tested in ELA earned a passing score compared with 67.6% of students in 2016 - 17.
Academic Goal 10	In each year of the charter term, the school will have increased pass rates on the Mathematics	New York State Mathematics Regents (Algebra, Geometry)	Met	This goal was met. In 2017-18, 70.5% of tested students passed the Geometry Common Core Exam compared

	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
	Regents exam of the school's choice (e.g. algebra or geometry).			with 19.7% of students in 2016-17.
Academic Goal 11	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.	New York State ELA Examination	Not Met	<p>1- SWD 2017-2018 proficiency rates are 12% as compared to 10% in 2016-2017.</p> <p>2 - 50% of ELLs students are at level 1.</p> <p>3 - 0% of ELLs students are level 3 proficient at ELA.</p> <p>3 - [NEED MORE CONTEXT ON THIS ONE]</p>
Academic Goal 12	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	New York State Mathematics Examination	Met	<p>1-SWD 2017-18 proficiency rates are 18.8% as compared to 12% in 2016-17</p> <p>Also, number of SWD that scored a level one decreased from 56% in 2016-2017 to 50% in 2016-17</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
	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.			<p>2- 33% of ELLs students are level 3 in math proficiency in 2017-18 as compared to 17% in 2016-17.</p> <p>3 - Students entitled to FRLP 2017-18 proficiency rates are 42% as compared to 30% in 2016-2017</p>
Academic Goal 13	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 Comprehensive or Common Core English Regents exam proficiency rates for those applicable populations in each year of the charter term.	New York State ELA Regents Examination	Met	<p>[DOES NOT MEET THE MIN NUMBER OF ELLs POPULATION (need 5 students)]</p> <p>At a score of 65 or higher 86.7% of students with an IEP passed the English Regents exam.</p> <p>At a score of 55 or higher 94.4% of students with an IEP passed the English Regents exam.</p> <p>At a score of 65 or higher 82% of students who are FRDL eligible passed the English Regent exam.</p>
Academic Goal 14	Where the school has an eligible subgroup			At a score of 65 or higher 40% of student with an IEP passed the

	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
	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 the proficiency rates for the highest performing Mathematics Regents exam for those applicable populations in each year of the charter term.			Geometry Regents exam. At a score of 55 or higher 60% of students with an IEP passed the Geometry Regents exam. At a score of 65 or higher 69.6% of students who are FRDL eligible passed the Geometry Regents exam. At a score of 55 or higher 63.2% of students with an IEP passed the Geometry Regents exam. At a score of 65 or higher 44% of students with an IEP passed the Algebra Regents exam. At a score of 65 or higher 64.7% of students who are FRDL eligible passed the Algebra Regents exam.
Academic Goal 15	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by all students who are enrolled in the school, including students who have dropped out or	Powerschool, School Quality Credit Report	Met	81.8% of students enrolled in each grade 9 - 11 accumulated 10 or more credits towards graduation.

	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
	enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.			
Academic Goal 16	For each year of the next charter term, the school's 4-year graduation rate will be at or above the citywide averages.	ATS, Powerschool, L2RPT cohort summary	Met	87% from the 2014 cohort graduated in 2018
Org Goal 1	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	ATS, PowerSchool	Met	Comparison data for this goal was not available, so progress is unknown at this time. However, based on data obtained regarding city-wide attendance averages for 2016 - 2017, we are confident that we exceeded both

	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
	elementary and middle schools and the citywide average for high schools.			Community School District 12 (for elementary and middle grades) and city-wide averages (for high schools) based on our overall attendance average of 90.9% (K - 12).
Org Goal 2	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.	PowerSchool	Not Met	Comparison data for this goal was not available, so progress is unknown at this time.
Org Goal 3	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.	PowerSchool, SESIS	Not met	Only at [10.7% ELLs]
Org Goal 4	In each year of the charter term, parents will express	School Survey Results. NYC DOE Charter Schools	Not Met	According to the NYC DOE School Survey we have not met this goal since we received less

	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
	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.	Accountability Handbook.		<p>than 50% of parent participation. (BLCS 45%).</p> <p>We are going to take a proactive approach to increasing parent satisfaction at Bronx Lighthouse Charter School. The first major initiative we will undertake is conducting monthly breakfasts for parents. During this time parents, will be made aware of the events in the school. They will also have time to ask questions and visit classrooms. The second major initiative will be monthly workshops geared toward parent interests and needs. In addition to the initiatives we will send out quarterly surveys to the parents to get more frequent information to improve our practice.</p>
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. The school will have a percentage of staff that meets or exceeds citywide averages that agree or strongly agree with the key	School Survey Results. NYC DOE Charter Schools Accountability Handbook.	Not met	<p>According to the NYC DOE School Survey we have not met this goal since we received less than 50% of staff participation. (BLCS 48%).</p> <p>In order to improve staff satisfaction, we brought in the Harvard Business Alumni Association to conduct a study on improving staff retention</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
	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.			and recruitment. We plan to implement the key finding from the study. Also, we are conducting frequent one-one check ins with all employees to get a pulse of the adult culture and things administration can do to improve it.
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. The school will have a percentage of students 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. (Grades 6 -12 only)	School Survey Results. NYC DOE Charter Schools Accountability Handbook.	Met	The student responses on the NYC DOE School Survey, on average, exceeds Citywide averages with respect to the schools ability to provide a supportive environment.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Financial Goal 1	The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major finding.	Audit was prepared by an independent auditor and issued with an unqualified opinion with no major findings.	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	At the end of the fiscal year, the operating net income is a positive number and cash flow is positive.	Met	

## APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future. The school has submitted the following text in support of this requirement.

During the renewal visit, the school also described the below efforts towards meeting the targets.

### SCHOOL-PROVIDED EFFORTS

#### ENROLLMENT EFFORTS

##### ECONOMICALLY DISADVANTAGED

- Partner with our District 12 community and parents to identify families in need.

##### ENGLISH LANGUAGE LEARNERS

- Ensure school applications are in both English and Spanish. Bilingual staff members outreach through the community in recruitment efforts. Outreach with flyers in English and Spanish.

##### STUDENTS WITH DISABILITIES

- Ensure marketing and enrollment material clearly states that the school supports students with disabilities. Ensure that the school building has the proper support structures for disabled ie: ramps, elevators etc.

#### RETENTION EFFORTS

##### ECONOMICALLY DISADVANTAGED

- Ensure early start times and late dismissal. Provide after school programs. Offer extra-curricular activities for all students.

##### ENGLISH LANGUAGE LEARNERS

- Expanding the translation of school materials with languages other than Spanish. Identifying all the languages our families speak to expand our communication with them. Having a diverse faculty with bilingual backgrounds. Utilizing the translation service number provided by the Department of Education as needed.

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## STUDENTS WITH DISABILITIES

- Conduct meetings with guardians to discuss progress of their child. Host workshops for families with students with disabilities to provide them with proper tools to support them at home. Utilizing the translation service number provided by the Department of Education as needed.

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## ADDITIONAL EFFORTS

During the renewal visit, the school also described the below efforts towards meeting the targets.

- Targeted local daycares and pre-K sites
- Started using the online Common Application through the New York City Charter Center to allow on-site staff to focus on special populations
- Publish all recruitment material in English and Spanish
- Transitioned to an online lottery system that translates into Spanish and provides many resources in Spanish
- Ensure that outreach staff are bi-lingual
- Make inroads to diversifying staff to reflect the background of students in the surrounding community
- Host open houses targeted towards special populations with presentations on the services and supports offered to students with disabilities and English Language Learners

## 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>, <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> School report card at [data.nysed.gov](https://data.nysed.gov).

<sup>iv</sup> NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

<sup>v</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>vi</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>vii</sup> NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

<sup>viii</sup> School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

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

<sup>x</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>xi</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>xii</sup> Annual school audit

<sup>xiii</sup> Annual school audit

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

<sup>xv</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

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

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

<sup>xviii</sup> Data.nysed.gov

# Accessibility Report

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## Summary

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- Failed manually: 0
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- Passed: 29
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