

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020
Grade Configuration		
Total Approved Enrollment		

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration					
Total Proposed Enrollment					

- h. School reported narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
Admissions and Waitlist
Faculty/Staff Roster
- k. Classroom observations; and
- l. Stakeholder responses during focus groups.

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- Areas of Strengths

- Areas in Need of Improvement

Finding: Approaches

Academic Program for Elementary School:

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Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):

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-
-
-
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Finding: Meets

Element

Indicators

1. Behavior
Management and
Safety

2. Family Engagement
and Communication

- Indicator c:

Social-Emotional Supports

- Indicator a: *RULER*

RULER

- Indicator b:

Finding: Approaches

Element

Indicators



Finding: Meets

Element

Indicators

1. School
Leadership

2. Professional
Climate

3. Contractual
Relationships
 N/A

- Indicator d: t

- Indicator e:

Contractual Relationships

- Indicator a:
- Indicator b:
- Indicator c:

Finding: Meets

Element

Indicators

1. Mission and
Key Design
Elements

Summative Evidence for Benchmark 8:

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Targets are met	
2. Targets are not met	

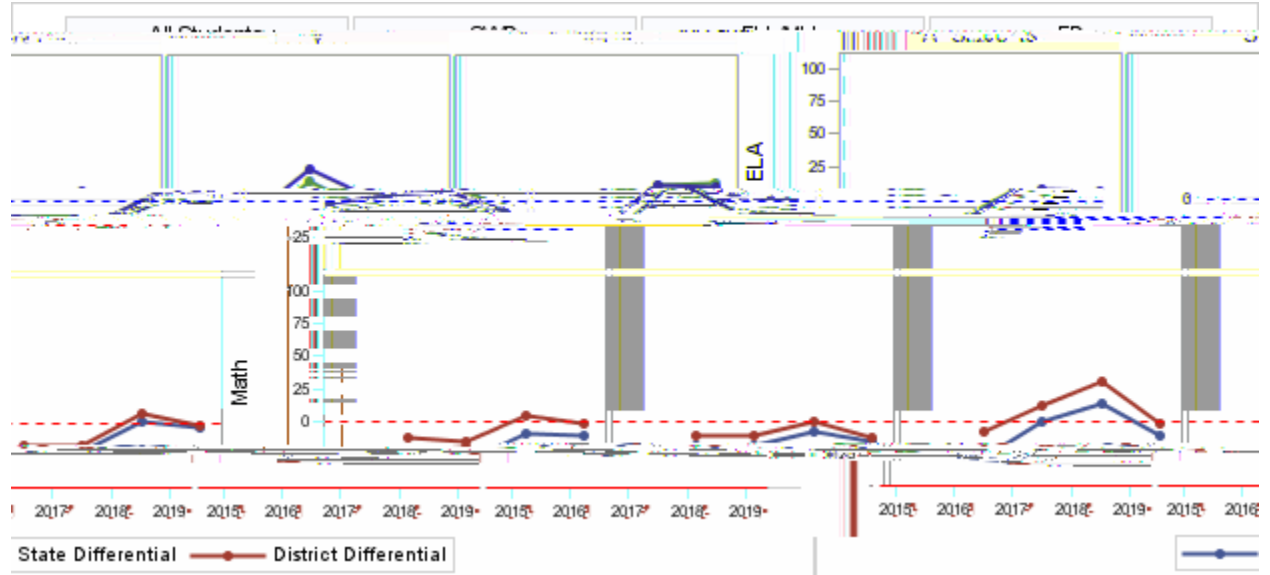
Summative Evidence for Benchmark 9:

1. Targets are met:
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See Attachment 1 for data tables and additional information.

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

	ELA	Math

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD	ELL/MLL	ED

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4)

