



## New York State Education Department

### *2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework*

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	Bold Charter School
	Mr. Raymond Joseph
	New York City (NYC) Community School District (CSD) 8
	Fall 2019
	August 14, 2019 - June 30, 2024
	K - Grade 5 / 480 students
	K - Grade 8 / 700 students
	None
	<ul style="list-style-type: none"> <li>x Lower Campus K-1: 1090 Close Ave. Bronx, NY 10472 - Private Space</li> <li>x Upper Campus 2-5: 1093 Southern Blvd. Bronx, NY 10459 - Private Space</li> </ul>
	<p><b>With an unwavering commitment to excellence, Bold Charter School equips all kindergarten through fifth grade students with the academic and character foundation to succeed in college, access lives of opportunity, and serve as the generation of leaders</b></p>
	<ul style="list-style-type: none"> <li>x Rigorous academics, high-quality instruction, and extended learning time ensure college and career readiness.</li> <li>x A values-based and achievement-oriented school culture builds personal excellence for school and life.</li> <li>x Leadership development occurs through social-emotional, project-based, and co-curricular learning opportunities.</li> <li>x Results, not intentions, drive all decision-making, and the frequent use of data propels high academic achievement for all students.</li> <li>x A professional culture of continuous growth and practice-based professional development ensure high-quality instruction.</li> <li>x Meaningful, mission-driven partnerships with families and community stakeholders support all students to reach their potential.</li> </ul>
(Revisions are not approved unless approved by the Board of Regents.)	<ul style="list-style-type: none"> <li>x Increase its grade span to include Grades 6 through 8 to its current kindergarten through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 480 students to 700 students by year five of the renewal charter term.</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

Bold Charter School (Bold) prioritizes thoughtful innovation in all aspects of the school's design. Bold is committed to thinking beyond traditional structures when executing its key design elements and to thinking beyond typical solutions when addressing any challenges that arise. This commitment to innovation helps the school deliver on its mission and ensure extraordinary academic and personal outcomes for students.

\_\_\_\_\_ Reference the [Board of Regents Renewal Policy](#).

	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
	120	210	300	390	480

1. The school's \_\_\_\_\_ and ability to operate in an educationally sound manner;
2. The school's \_\_\_\_\_ and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Bold Charter School on November 28 - 29, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, a teacher focus group, and the student support team.

The team conducted eighteen classroom observations in K- Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the executive director, managing director of schools, director of teaching & learning, and the dc.9 (t)-3 (gt)-5.9 (nb0 7ady)-72 (K)Tj5uc



The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- x Educational Success
- x Organizational Soundness
- x Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

	The school meets the performance benchmark; potential exemplar in this area.
	The school generally meets the performance benchmark; few concerns are noted.
	The school does not meet the performance benchmark; a number of concerns are noted.
	The school falls far below the performance benchmark; significant concerns are noted.



## *Summary of Findings*

- x Bold Charter School is in year five of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
  
- x : With consistent leadership since its start, Bold Charter School displays strong assessment results across all student subgroups. Student learning is enhanced from high-quality curricular choices and data-informed modifications to programming, as needed. Bold has developed robust and multifaceted feedback structures for teachers, demonstrating their increasing organizational capacity.
  
- x : Bold Charter School has two locations, which presents logistical challenges for both staff and families. Some parents have multiple students attending both locations. Following the COVID-19 pandemic, Bold faced enrollment challenges, and they continue with some parents removing their children from the school given the two locations.



The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (High school Regents and Common Core Regents exam score of 65 or higher).

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Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

Based on the 2022-2023 New York State Testing Program (NYSTP) 3-8 Assessments for English Language Arts (ELA) assessments and math, Bold's overall proficiency rates surpass the district

**Bold**

- o Math curriculum includes Math in Focus, Cognitively Guided Instruction, Context for Learning, Dreambox, Happy Numbers, and Engage NY resources.

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x SWD:

o

**Bold**



4. Element: ***Supports for Diverse Learners:***

- x           The NYCDOE provided the following feedback regarding Bold: “The school is very responsive to parents and helps address any concerns. The school also has a wonderful collaboration with CSE. They are extremely responsive and take the needs of the child very seriously. The school is knowledgeable about specially designed instruction, and the teachers address students’ individualized needs. The special education coordinator has an excellent grasp on instruction and has richly contributed to IEP recommendations.” This information was shared during the student support and leadership focus group meetings. The teacher focus group stated that Strive mentor teachers and classroom teachers have weekly meetings and Strive colleagues are always available to offer support for instructional scaffolding or classroom seating suggestions for students with disabilities. Summer professional development focuses on how to implement IEPs in the classroom. Student support focus group members shared examples of parents advocating for their children with special needs and developing positive relationships with the school, including Facetiming with their child’s teachers, coordinating additional services, and

and fresh foods. NYCDOE-sponsored busing with a Bold staff member on every bus helps ensure access for all students. Overall, a recent success in the eyes of all focus group members was the first in person community health fair. This event taught families how to help their children learn to read by tapping out

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. Family Engagement and Communication	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students' strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-</li> </ul>



- x According to both the leadership and teacher focus groups, Bold has a Learning Culture Framework, delineated into a Culture of Investment and a Culture of Achievement. Staff are trained in this framework during Summer Professional Development to ensure buy-in and training. Written policies are reviewed by the Board of Trustees and legal counsel and disseminated annually in the Family Handbook. The Impression System is a daily mechanism for student self-reflection and incorporates teacher and family feedback. Leadership takes data from the Impression System and SchoolRunner Student Information System to note behavioral trends across the school. As part of the Teacher Excellence Framework, teachers are expected to have 100 percent of students meeting behavioral and intellectual expectations, holding all students accountable for their contribution to the classroom culture.
- x Bold appears to be a safe environment and all constituents are able to articulate how the school community maintains a safe environment. In addition to the Impression System, the school has implemented a unique morning ritual called “Bold Start,” where students engage in goal setting during breakfast. Qualities of respect, belonging, and safety are incorporated into their Wit and Wisdom curriculum. July 2023 Family Feedback survey results indicated that 87 percent of respondents agreed or strongly agreed that the school “creates a safe and organized learning environment.” Teacher focus group members discussed the four pillars of

of the full University Migration Program (U.M.P.) - Area 701 - 36213 - U.C. 2.B (ra) 2.6 (T) 21.35(A) 0pe-3-Tc-1.i(it62

developed daily curriculum. School psychologists play a major role in curriculum development and acting as a liaison with families requiring social-emotional support.

- x Social-Emotional data that school leaders collect and use to track the needs of students include Impression forms, attendance, repeat behaviors, and classroom observations. This classroom data informs a Tier 1 of interventions. Leaders escalate student support needs to other Tiers as needed based off these data points. Student Support services team focus group members discussed how Tier 2 and 3 supports may include development of Functional Behavior Assessments (FBA) and Behavior Improvement Plans (BIP) by Strive teachers, student support team members2. b2.m. Dt

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Given that this is the school's first











in their mission by using an Objectives and Key Results (OKRs) goal-setting framework on an individual, team, and organizational basis. Meeting with the Leadership focus group revealed that the managing director of schools just started July 1, 2023; and the director of teaching and learning just started at the beginning of November 2023. This means that two of the three members of the leadership team

- x                 Bold has incorporated structures for frequent collaboration among teachers in the form of weekly team meetings, and daily team planning time. A departmentalized structure in Grades 2-5, combined with ongoing professional development ensures communication among colleagues, as do meetings focusing on quarterly data analysis and goal setting. The Teacher Excellence Framework, Bold's teacher evaluation tool, ensures shared priorities and focus across staff members. Although leadership has tried to be as intentional as possible regarding schedules and locations, some staff (such as specialty talent teachers) are split between the two campuses. They travel via Uber between schools.
- x                 Professional development is tailored to staff roles. New leadership team members stating twice daily meetings and daily goals with the executive director were important as they began their roles.



The school is faithful to its mission and has implemented the key design elements included in its charter.

<u>Element</u>	<u>Indicators</u>
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved chartar 44.2844 0.001-0 0 11.04 462.6 5(h)o nQr9.22844 0.4t.6 538.44 q.22844 u9

teacher focus group cited the purpose of jobs and roles in the classroom to help students prepare for personal excellence in life.

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Student classroom jobs are translated into roles within curricular projects, such as being the group scribe or note-taker. In fifth grade, teacher focus group members shared that students had to write job application letters to get a job in the classroom, instilling that each one can be a leader in the community. This practice ties into the curricula (writing skills and communication with others) and prepares students for community leadership. Classroom discussion include the impact of leadership on others and each individuals' personal responsibility for their behavior. Student support services team focus group members shared these classroom jobs can instill leadership qualities in students who struggle and help them find success and advancement in classroom. Outside of the classroom, Bold's Chess team is on their way to Nationals in April. Additionally, the futsal club is an afterschool sports co-curricular opportunity for students.

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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







submitted nine letters of support from local businesses all, indicating their support of Bold's desire to serve middle school students.

2022-2023 Enrollment

328

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

School District of Location:

Latoya Johnson

Total Public School Enrollment of Resident

Students attending Charter Schools:

[Redacted line]

[Redacted line]

ELA  
Differential

Math  
Differential

Science  
Differential

Graduation  
Rate  
Differential

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 212 Lady Deborah Moody	+14	+25	X	.
PS 214 Michael Friedsam	+24	+34	X	.
PS 236 Langston Hughes	+18	+25	X	.
PS 256 Benjamin Banneker	+41	+55	X	.
PS 273	+9	+20	X	.
PS 276 Louis Marshall	+22	+24	X	.
PS 297 Abraham Stockton	+30	+30	X	.
PS 299 Thomas Warren Field School	+40	+49	X	.
PS 315	+28	+33	X	.
PS 32 Belmont	+41	+60	X	.
PS 345 Patrolman Robert Bolden	+38	+38	X	.
PS 361 East Flatbush Early Childhood School	+34	+48	X	.
PS 377 Alejandrina B De Gautier	+47	+53	X	.
PS 39 Francis J Murphy Jr	+11	+14	X	.
PS 48 Joseph R Drake	+50	+61	X	.
PS 50 Talfourd Lawn ES	+18	+21	X	.
PS 56 Norwood Heights	+22	+33	X	.
PS 65 Mother Hale Academy	+40	+57	X	.
PS 70 Max Schoenfeld	+46	+48	X	.
PS 71 Forest	+26	+41	X	.
PS 75 Mayda Cortiella	+37	+43	X	.
PS 83 Luis Munoz Rivera	+11	+14	X	.
PS 85 Great Expectations	+39	+54	X	.
PS 90 Horace Mann	+24	+29	X	.
PS/IS 54	+36	+47	X	.
Queens School for Leadership and Excellence (The)	+24	+33	X	.
Sheridan Academy for Young Leaders	+41	+54	X	.
South Bronx Classical CS IV	-29	-22	X	+1 >>-0c8g /2IAB09325
Steam At Dr King ES	+59	+66	X	.
W				.

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 23 New Children's School (The)	+30	+54	X	.
PS 25 Bilingual School	+42	+50	X	.
PS 2 Eubie Blake School	+31	+28	X	.
PS277	+42	+45	X	.
PS290 Juan Morel Campos	+29	+35	X	.
PS306	+44	+55	X	.
PS33 Timothy Dwight	+34	+42	X	.
PS34 John Harvard	+24	+26	X	.
PS340	+26	+42	X	.
PS36 Unionport	+21	+31	X	.
PS399 Stanley Eugene Clarke	+25	+35	X	.
PS40 George W Carver	+11	+22	X	.
PS40 Samuel Huntington	+17	+21	X	.
PS44 David C Farragut	+41	+42	X	.
PS45 Clarence Witherspoon	+37	+41	X	.
PS46 Albert V Maniscalco	+35	+41	X	.
PS49 Willis Avenue	+31	+33	X	.
PS51	+61	+67	.	.
PS 59 Community School of Technology (The)	+52	+57	X	.
PS6 West Farms	+44	+53	X	.
PS60 Woodhaven	+23	+25	X	.
PS62 Inocensio Casanova	+46	+50	X	.
PS63 Author's Academy	+36	+44	X	.
PS63 Old South	+21	+23	X	.
PS65	+4	+10	X	.
PS67 Mohegan School	+21	+40	X	.
PS73 Bronx	+45	+54	X	.
PS76 Bennington School (The)	+41	+53	X	.
PS 88 S Silverstein Little Sparrow School	+41	+48	.	.
PS 90 Edna Cohen School	+16	+18	X	.
PS92 Mary Mcleod Bethune	+38	+47	X	.
PS97 Forest Park	+26	+40	X	.
Park Avenue School	+44	+50	X	.
Samara Community School	+41	+47	X	.
School for Environmental Citizenship	+39	+49	X	.
School of Science & technology	+23	+41	X	.
School of Science and Applied Learning (The)	+44	+52	X	.
Sheridan Preparatory Academy	+49	+54	X	.
Stanley Makowski Early Childhood Center	+42	+52	X	.
Steam Bridge School (The)	-6	+6	X	.
Sunset School of Cultural Learning	+61	+67	.	.
Warring Magnet Academy of Science and Technology	+38	+57	X	.
Wave Preparatory ES	+3	+9	X	.
William A Carter School	+39	+47	X	.
Mean	+33	+42	X	.
Mean	+33	+41	X	.

\*See NOTES (1) and (11).

# 2024 NYSED Charter School Information Dashboard

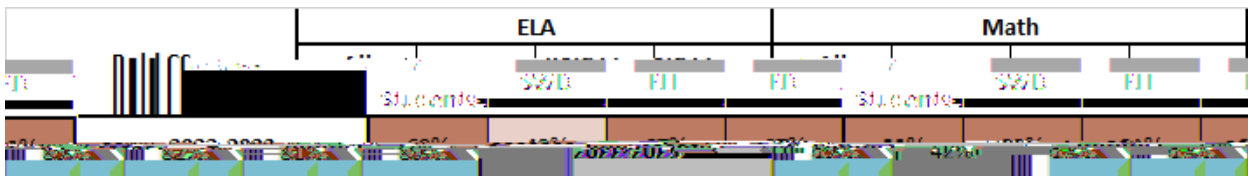
## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BOLD CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%



\*See NOTES (2), (3), (7) and (8).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math				
		Bold CS	NYC CSD 8	District Differential	NYS	NYS Differential	Bold CS	NYC CSD 8	District Differential	NYS	NYS Differential
	2021-2022	61%	20%	+33	46%	+15	67%	20%	+38	48%	+19
	2022-2023	61%	28%	+33	47%	+14	78%	33%	+45	54%	+24

\*See NOTES (1), (2), (3), (6), and (7).

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

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

		ELA					Math				
		Bold CS	NYC CSD 12	District Differential	NYS	NYS Differential	Bold CS	NYC CSD 12	District Differential	NYS	NYS Differential
All Students	2021-2022	61%	26%	+35	46%	+15	67%	25%	+42	48%	+19
	2022-2023	61%	28%	+33	47%	+14	78%	33%	+45	54%	+24
SWD	2021-2022	28%	14%	+14	14%	0	20%	10%	+10	18%	+2
	2022-2023	37%	20%	+17	14%	+10	20%	4%	+16	18%	+47
ELL	2021-2022	40%	18%	+22	18%	+22	43%	32%	+11	82%	25%
	2022-2023	42%	18%	+24	18%	+24	43%	32%	+11	82%	25%
ED	2021-2022	61%	25%	+36	46%	+15	67%	25%	+42	48%	+19
	2022-2023	61%	28%	+33	47%	+14	78%	33%	+45	54%	+24

\*See NOTES (1), (2), (3), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

	ELA						Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022	46%	37%	29%	29%	29%	29%	61%	48%	48%	48%	48%	29%
2023	45%	37%	29%	29%	29%	29%	58%	48%	48%	48%	48%	31%
Diff. to	+1	0	0	0	0	0	-2	0	0	0	0	-2
2022	46%	37%	29%	29%	29%	29%	61%	48%	48%	48%	48%	29%
2023	45%	37%	29%	29%	29%	29%	58%	48%	48%	48%	48%	31%
Diff. to	+1	0	0	0	0	0	-2	0	0	0	0	-2
2022	49%	37%	29%	29%	29%	29%	65%	48%	48%	48%	48%	29%
2023	45%	37%	29%	29%	29%	29%	58%	48%	48%	48%	48%	31%
Diff. to	+4	0	0	0	0	0	7	0	0	0	0	-2

\*See NOTES (1), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

	ELA						Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2022	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
2023	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
Diff. to	0	0	0	0	0	0	0	0	0	0	0	0
2022	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
2023	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
Diff. to	0	0	0	0	0	0	0	0	0	0	0	0
2022	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
2023	67%	48%	48%	48%	48%	48%	61%	48%	48%	48%	48%	29%
Diff. to	0	0	0	0	0	0	0	0	0	0	0	0

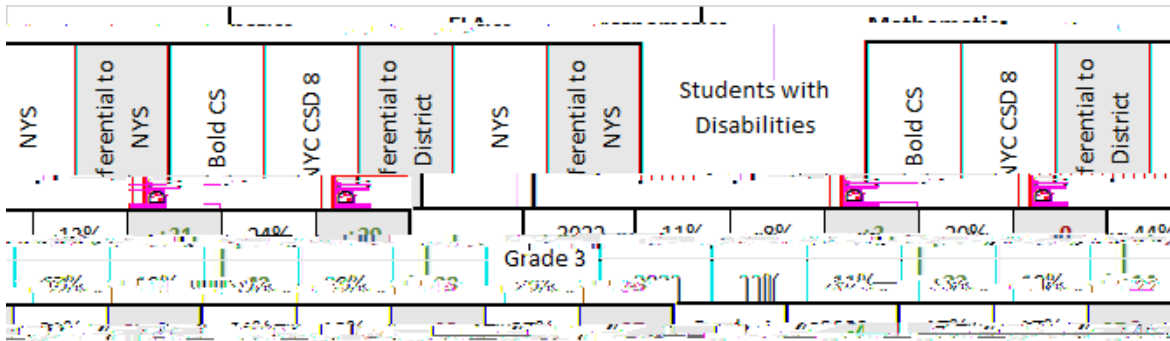
\*See NOTES (1), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency



\*See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities	ELA					Mathematics					
	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	
Grade 3	+45	29%	+38	2023	33%	14%	+19	19%	+14	67%	22%

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

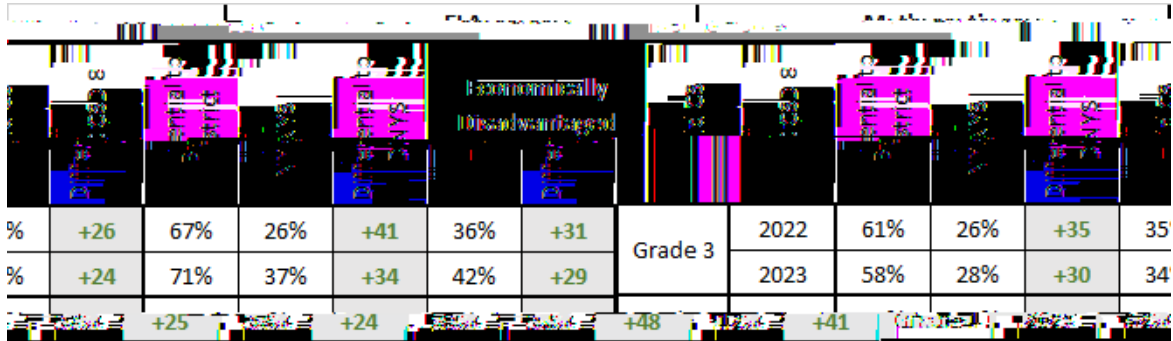
\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

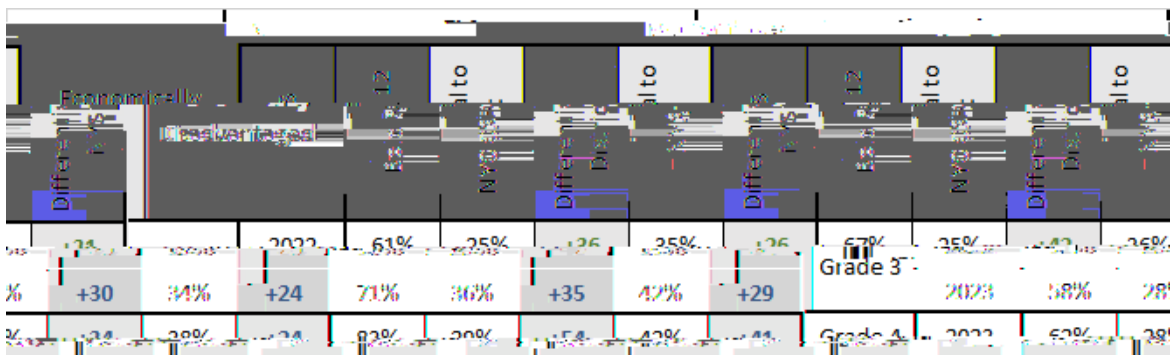
Economically Disadvantaged Grade-Level Proficiency



\*See NOTES (1), (3), (6) and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency



\*See NOTES (1), (3), (6) and (7).

# 2024 NYSED Charter School Information Dashboard

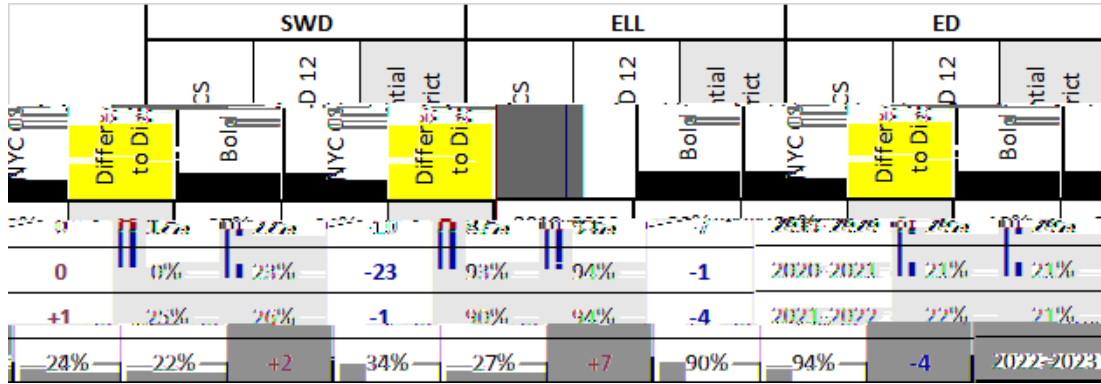
Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
120	121	101%
210	187	89%
300	241	80%
390	328	84%

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.a.ii. Subgroup Enrollment:

Subgroup Enrollment Students with Disabilities, English Language Learners, and Economically Disadvantaged



NYC CS Differential to District Bold CS NYC CS Differential to District Bold CS NYC CS Differential to District Bold CS NYC CS Differential to District Bold CS NYC CS Differential to District

### 1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District
2021-2022	75%	79%	-4	81%	81%	0	81%	80%	+1	81%	80%	+1
2022-2023	75%	85%	-10	79%	83%	+6	79%	83%	-4	79%	83%	-4

\*See NOTES (2) and (6) below.

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

Diff:	All Students			SWD			ELL			ED		
	2020-2021	C CSD 12	Parental to District	2020-2021	C CSD 12	Parental to District	2020-2021	C CSD 12	Parental to District	2020-2021	C CSD 12	Parental to District
3	89%	87%	+2	92%	86%	+6	87%	85%	+2	90%	87%	+3
	+2				+2			-5				

\*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

\*See NOTES (2), (3), and (10) below.



# 2024 NYSED Charter School Information Dashboard

## Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners 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.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Grades Served  
Maximum Chartered Grades Served  
Chartered Enrollment

2018-19	2019-20	2020-21	2021-22	2022-23
-	K-1	K-2	K-3	K-4
-	K-5	K-5	K-5	K-5
-	120			

