



Office of School Design and Charter Partnerships
2014-2015

METROPOLITAN LIGHTHOUSE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Metropolitan Lighthouse Charter School	
Authorized Grades	Grades K-10
Authorized Enrollment	572
School Opened For Instruction	2010-2011
Charter Term Expiration Date	June 30, 2019
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Metropolitan Lighthouse Charter School	
Board Chair(s)	Anne Laraway
School Leader(s)	Courtney Russell
District(s) of Location	NYC Community School District 9
Borough(s) of Location	Bronx
Physical Address(es)	180 West 165th Street, Bronx, NY 10452
Facility Owner(s)	Private
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-6
Enrollment in 2014-2015*	370
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-6
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	289
Number of Students Accepted via the Charter Lottery	72
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	N/A
Eligible for Free or Reduced-Price Lunch	Yes
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	N/A
Unaccompanied Youth	N/A

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	Lighthouse Academies, Inc.
Other Partner(s)	Charter School Support Services
Services Provided	Lighthouse Academies, Inc. – Implementation of curriculum requirements, evaluation, hiring, finance, compliance and reporting Charter School Support Services – support services
Management/Service Fee	Lighthouse Academies, Inc. – \$200,000 Charter School Support Services – \$27,500

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
College Focus	The school instills in its students that they can and will go to college beginning in kindergarten. The school provides the knowledge and skills, coupled with Habits of Scholars that will allow students to not only be accepted into the four year college of their choice, but also graduate from that college.
Arts Infusion	The school encourages teachers and provides support around infusing the arts into their core content. The school employs full-time specialists who focus on the arts, and has also developed numerous partnerships throughout the city that allow students exposure to arts experiences outside of the classroom.
K - 12 Model ¹	The school values bringing students in to Metropolitan Lighthouse Charter School in kindergarten and serving them through twelfth grade, and this relates to the school's college focus. The school believes in supporting students and their families throughout their kindergarten through twelve educational experience by helping them work towards and accomplish all of their goals.
Extended School Day and Extended School Year	More time on task allows students to master standards and thrive in their environment.
Parents as Partners	The school values its parent body and works diligently to involve them in any way possible. This comes in forms such as the Parent Association, quarterly Parent Teacher Conferences, and regular events for parents.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	52	2
Grade 1	53	2
Grade 2	54	2
Grade 3	52	2
Grade 4	54	2
Grade 5	53	2
Grade 6	52	2
Total Enrollment	370	14

* Enrollment data as of October 1, 2014.

¹ Please note that this is a school-reported key design element. The school is currently not authorized to serve students in all grades kindergarten through twelve. The school is currently authorized to serve students in grades kindergarten through ten only.

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.²

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

² Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages³

% Proficient in English Language Arts		
	2012-2013	2013-2014
Metropolitan Lighthouse Charter School	28.3%	15.1%
CSD 8	17.3%	-
Difference from CSD 8 *	11.0	-
CSD 7	-	10.3%
Difference from CSD 7*	-	4.8
NYC	27.7%	29.8%
Difference from NYC *	0.6	-14.7
New York State **	31.1%	30.6%
Difference from New York State	-2.8	-15.5
% Proficient in Mathematics		
	2012-2013	2013-2014
Metropolitan Lighthouse Charter School	50.0%	20.3%
CSD 8	23.0%	-
Difference from CSD 8 *	27.0	-
CSD 7	-	16.2%
Difference from CSD 7*	-	4.1
NYC	34.2%	39.1%
Difference from NYC *	15.8	-18.8
New York State **	31.1%	36.2%
Difference from New York State	18.9	-15.9

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

³ Metropolitan Lighthouse Charter School relocated between school years 2012-2013 and 2013-2014. In school year 2012-2013 the school was located in a NYC DOE owned building at 1535 Story Avenue, Bronx, NY 10473 in Community School District 8. In school year 2013-2014 the school relocated to a private building at 500 Courtland Avenue, Bronx, NY 10451 in Community School District 7. The school re-located again between the 2013-2014 and 2014-2015 school years. Beginning in 2014-2015 the school's permanent site is located at 180 West 165th Street, Bronx, NY 10452 in Community School District 9.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Metropolitan Lighthouse Charter School - All Students	85.5%	49.0%
Peer Percent of Range - All Students	100.0%	13.3%
City Percent of Range- All Students	100.0%	4.3%
Metropolitan Lighthouse Charter School – School's Lowest Third	89.0%	66.5%
Peer Percent of Range - School's Lowest Third	87.4%	34.8%
City Percent of Range - School's Lowest Third	88.4%	27.8%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Metropolitan Lighthouse Charter School - All Students	69.0%	31.0%
Peer Percent of Range - All Students	70.0%	0.0%
City Percent of Range- All Students	64.5%	0.0%
Metropolitan Lighthouse Charter School – School's Lowest Third	61.0%	66.0%
Peer Percent of Range - School's Lowest Third	11.1%	42.7%
City Percent of Range - School's Lowest Third	15.9%	35.7%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	83.3%	18.2%
English Language Learner Students	-	40.0%
Students in the Lowest Third Citywide	76.5%	44.4%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	33.3%	27.3%
English Language Learner Students	-	6.7%
Students in the Lowest Third Citywide	55.6%	60.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014⁴

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of third through sixth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2. Each year, 75% of third through sixth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Math Exam.	Not Met
3. Each year, 75% of fourth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	Met
4. Each year, the percent of students performing at or above Level 3 on the NYS ELA and Math Exams in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Partially Met
5. Each year, the school will score a B or higher on the Student Progress portion of the NYC DOE Progress Report.	N/A
6. Each year, grade level cohorts of the same students will reduce by one half the gap between the percent at or above Level 3 on the previous year's NYS ELA and Math Exams (baseline) and 75% at or above Level 3 on the current year's NYS ELA and Math Exams. If the number of students scoring at or above proficiency (Level 3) exceeded 75% of the previous year's exam, the school is expected to demonstrate growth (above 75%) in the current year.	Not Met
7. Each year, the school will be deemed "In Good Standing."	Met
8. Each year, for a grade level cohort that has been at the school for three full years, the percent at or beyond the national median in reading and math as measured by the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) assessments will increase by 10% for each grade-level cohort of students.	Not Met
9. Each year, the school will have an average daily student attendance rate of at least 95%.	Met

⁴ Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment⁵

Curriculum Changes and/or Adjustments

- There were no curriculum changes made for the 2014-2015 school year in relation to Common Core Learning Standards (CCLS). The school had already transitioned to using these standards.

Interim Assessments

- The school uses data to drive instruction. The school administers, analyzes, and responds to a variety of assessments which include, but are not limited to, the Northwest Evaluation Association (three times per year), interim assessments (four times per year), and the STEP reading assessment (four times per year). Teachers also implement daily Exit Tickets, weekly quizzes, and regular unit assessments.

Approach to Data-Driven Instruction

- Each grade participates in a Power Hour aimed to differentiate instruction based on data collected through assessments such as weekly tests and quizzes, interim assessments, and the Northwest Evaluation Association (NWEA). Teacher teams use assessment data in order to plan for and execute their daily Power Hour sessions, which meet the unique learning needs of each style in the class, and also reduces the student to teacher ratio.

Philosophy on Special Education and English Language Learner Service Provision

- The school's Special Education model is based on Special Education Teacher Support Services (SETSS). Special Education teachers use a Response to Intervention (RtI) model, as does the school's English Language Learner (ELL) teacher. Students with Individualized Education Programs (IEPs) and ELL students are included in heterogeneous groups in classrooms, and receive supports from the Intervention Team in push-in and pull-out forms. The school believes that all students deserve an excellent education and works to recruit families of students with special needs. The school also provides supports to parents once students are accepted, such as translation services and parent workshops.

Professional Development Opportunities

- Teachers meet during Grade Team Meetings each week and for co-planning (General Education and Special Education) once per week; teachers also have four hours of Professional Development, heavily focusing on instructional practices and data analysis, each Wednesday.
- Additionally, the school hosts a three-week Professional Development Institute each summer, which includes the analysis of data from the prior school year and action as a result of the analysis.
- The school continues to grapple with teacher retention and how to recruit and hire teachers who will stay for a significant period of time.

Teacher Evaluation

- Metropolitan Lighthouse Charter School (as well as all other schools associated with Lighthouse Academies, Inc.) utilizes the Danielson framework for teacher evaluation. Teachers are evaluated three times per year (two times for returning teachers) by their direct manager.

Differentiated Instruction

- Teachers differentiate by using data that has been collected and analyzed, and tailoring their lessons to the needs and interests of students. This includes strategies such as an Intervention Teacher working with a student or group of students who may not have mastered a standard, or who need additional reinforcement with a skill. The school also incorporates the arts into daily instruction, and has implemented Clubs on certain Wednesdays. The school strongly believes in the educational rights of every students, and doing everything it can to provide them with an outstanding learning environment.

⁵ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

Adjustments based on 2013-2014 Data

- The school utilizes data on a daily basis to support instruction.
- The only major change from 2013-2014 to 2014-2015 was a change in school location, and based on challenges such as transportation, approximately one-third of students did not return. As a result, the school added new students to its roster. Many of the new students had numerous academic deficits and therefore the school needed to remediate on a more frequent and strategic basis.
- The school has increased its focus on instructional practices that are aligned to the Common Core State Standards and fostered the use of data to drive instruction.

Learning Environment

- The school is a dynamic learning environment that values every child and person in the building. The school is kind and caring, and maintains high expectations for all. The school uses a Responsive Classroom approach to managing student behavior, and provides training, support, and development. The school's Dean of Scholars has been on staff for five years and plays a crucial role in creating and maintaining a positive learning environment for all.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Courtney Russell	5
2. Business Manager	Jose Obregon	2
3. Director of Teacher Leadership K-4	Alida Maravi	1
4. Director of Scholar Services	Kristen Briggs	1
5. Director of Teacher Leadership 5-6	Kurt Davidson	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Anne Laraway	President	Yes
2. Janice Lee	<i>Academic</i>	Yes
3. Jason Rawlins		Yes
4. Jessica Haber	Secretary – <i>Academic</i>	Yes
5. Timothy Bryan	<i>Finance</i>	Yes
6. Yarojin Robinson	<i>Finance</i>	Yes
7. Ian Roberts		Yes
8. Genai Goldsmith		Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Academic	Yes	Yes
2. Finance	Yes	Yes

School Climate & Community Engagement

Metropolitan Lighthouse Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	8.7%
Instructional Staff Turnover (School Year 2014-2015)**	3.2%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	1
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> • If Yes, how many times did it meet? 	10
<ul style="list-style-type: none"> • If Yes, how many parents attended these meetings? 	20
Average Daily Attendance Rate (School Year 2013-2014)***	94.2%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Metropolitan Lighthouse Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-
	Most students at my school treat each other with respect.	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-
Parents	I feel satisfied with the education my child has received this year.	96%	97%	95%
	My child's school makes it easy for parents to attend meetings.	94%	96%	94%
	I feel satisfied with the response I get when I contact my child's school.	96%	96%	95%
Teachers	Order and discipline are maintained at my school.	94%	87%	80%
	The principal at my school communicates a clear vision for our school.	100%	83%	88%
	School leaders place a high priority on the quality of teaching.	100%	83%	92%
	I would recommend my school to parents.	69%	52%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Metropolitan Lighthouse Charter School	-	-
	NYC	-	-
Parents	Metropolitan Lighthouse Charter School	87%	75%
	NYC	54%	53%
Teachers	Metropolitan Lighthouse Charter School	100%	100%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	347 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	9.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	1.01	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.19	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.72	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.11	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	5.84	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$1,165,082	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$2,320,005	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	8
Number of Board Members Required per the Bylaws	5
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	2
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	12 / 10

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	Yes

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
31	3	9.7%	31	100.0%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	No
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	No
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 9 (2%) Out of School Suspensions: 8 (2%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Metropolitan Lighthouse Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Metropolitan Lighthouse Charter School retained:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations⁷

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Metropolitan Lighthouse Charter School	94.7%	96.8%
	Effective Target	96.0%	95.6%
	Difference from Effective Target	-1.3	+1.2
Students with Disabilities (SWD)	Metropolitan Lighthouse Charter School	14.5%	14.3%
	Effective Target	17.8%	15.4%
	Difference from Effective Target	-3.3	-1.1
English Language Learners (ELL)	Metropolitan Lighthouse Charter School	15.5%	20.8%
	Effective Target	21.1%	30.4%
	Difference from Effective Target	-5.6	-9.6

⁷ Metropolitan Lighthouse Charter School relocated between school years 2012-2013 and 2013-2014 and again between school years 2013-2014 and 2014-2015. In school year 2012-2013 the school was located in a NYC DOE owned building at 1535 Story Avenue, Bronx NY 10473 in Community School District 8. In school year 2013-2014 the school relocated to a private building at 500 Courtland Avenue, Bronx NY 10451 in Community School District 7. Beginning in 2014-2015 the school's permanent site is located at 180 West 165th Street, Bronx NY 10452 in Community School District 9. The enrollment targets presented above are particular to the Community School District in which the school was sited each year.

Retention of Special Populations⁸

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Metropolitan Lighthouse Charter School	82.9%	N/A
	Effective Target	79.8%	-
	Difference from Effective Target	+3.1	-
Students with Disabilities (SWD)	Metropolitan Lighthouse Charter School	84.1%	N/A
	Effective Target	71.6%	-
	Difference from Effective Target	+12.5	-
English Language Learners (ELL)	Metropolitan Lighthouse Charter School	95.7%	N/A
	Effective Target	75.2%	-
	Difference from Effective Target	+20.5	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-5	K-6
Enrollment	303	370
CSD(s)	7	9

⁸ Metropolitan Lighthouse Charter School relocated between school years 2012-2013 and 2013-2014 and again between school years 2013-2014 and 2014-2015. In school year 2012-2013 the school was located in a NYC DOE owned building at 1535 Story Avenue, Bronx NY 10473 in Community School District 8. In school year 2013-2014 the school relocated to a private building at 500 Courtland Avenue, Bronx NY 10451 in Community School District 7. Beginning in 2014-2015 the school's permanent site is located at 180 West 165th Street, Bronx NY 10452 in Community School District 9. The retention targets presented above are particular to the Community School District in which the school was sited each year.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The school looks forward to continuing to add one grade per school year until the school reaches full capacity serving students in grades kindergarten through twelve.
- The school is looking into additional curricular programs and support that will help with vertical alignment with Common Core Learning Standards, for example, Engage New York for the grades three through eight English Language Arts (ELA) program.
- There are no major school or model improvements underway.

Please note that the school's identification of future plans as presented above does not construe application by the school or approval by the NYC DOE of any associated revision. The information presented above is for informational purposes only; it reflects proposed, not approved, future plans of the school. A formal non-material or material charter revision request would need to be submitted as appropriate, consistent with the NYC DOE's timelines and requirements, as the charter authorizing entity.