

# THE SUNY CHARTER SCHOOLS INSTITUTE

*SCHOOL EVALUATION REPORT*  
**FAMILY LIFE ACADEMY CHARTER  
SCHOOLS HIGH SCHOOL**

*VISIT DATE: FEBRUARY 27, 2025*  
*REPORT DATE: JUNE 24, 2025*

*SUNY Charter Schools Institute*

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**Charter Schools Institute**  
The State University of New York

# CONTENTS

## 1

Introduction

## 2

Charter Background

## 3

Executive Summary

## 4

Benchmark Summary

## Appendices

A: School Overview





## INTRODUCTION

### INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Family Life Academy Charter Schools High School (“FLACS High”) on February 27, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.



## CHARTER BACKGROUND

# FAMILY LIFE ACADEMY CHARTER SCHOOLS HIGH SCHOOL

1404 Inwood Avenue Bronx, NY 10452 | 9-11 | NYC Community School District 9



### MISSION

*Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self empowerment for all its Kindergarten – 12<sup>th</sup> grade students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.*

### CURRENT CHARTER

Opened: 2022

Serves: 9<sup>th</sup> – 11<sup>th</sup>

Chartered Enrollment:  
434

Charter Expiration:  
July 31, 2027

### KEY DESIGN ELEMENTS

Rigorous academic program with a focus on scholars doing the heavy lifting;



Family involvement and empowerment;



Data driven planning fueled by a rigorous system of assessment and accountability;



Shared responsibility for learning between the scholars, their family, and the school;



Intentional approaches to meeting the needs of all scholars including English language learners (“ELLs”);



School communities that affirm human values;



Professional learning that enriches teaching and increases scholar achievement;



A focus on preparation for college, career, and civic life; and,



Caring and consistent discipline;



A continued use of community resources.



## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Family Life Academy Charter Schools (“FLACS Schools” or the “education corporation”), a not-for-profit charter school education corporation, operates four charters authorized by the State University of New York Board of Trustees (the “SUNY Trustees”). The charters include Family Life Academy Charter School (“FLACS”), Family Life Academy Charter School II (“FLACS II”), Family Life Academy Charter School III (“FLACS III”), and FLACS High, which opened with 9<sup>th</sup> grade in fall 2022. The education corporation’s shared services team supports all four schools with finance, technology, human resources, special education, curriculum, and data management. FLACS Schools collaborates with the Latino Pastoral Action Center (“LPAC”), a community partner that assisted in writing FLACS’s initial charter and continues to offer leadership development, community-based programming in social justice, English as a second language classes for adults, the New Hope after school programs, and activities such as basketball and martial arts for students.

In the third year of its initial charter term, FLACS High continues to demonstrate adaptability to evolving organizational needs. In the 2022-23 school year, FLACS High shared space with the FLACS II middle school. Due to construction delays, FLACS High relocated to a temporary facility at Boricua College for the 2023-24 school year. Although this location presented transportation challenges, the school maintained enrollment and program continuity. In 2024-25, FLACS High transitioned to its permanent facility and doubled its 9<sup>th</sup> grade enrollment. The new cohort includes students from the FLACS middle school and the surrounding community. To support this transition, the education corporation’s chief executive officer (“CEO”) relocated to the FLACS High building. This move expanded leadership visibility and increased direct engagement opportunities for students and families. The school continues to focus on building a strong school culture among the 9<sup>th</sup> grade cohort and broader student body.

FLACS High has demonstrated academic success while beginning to establish a distinct high school identity as a college preparatory school. During the 2023-24 school year, FLACS High outperformed the local district on the annual Regents Algebra I, Regents Common Core Algebra I, Regents Geometry, and Regents Living Environment exams. Classroom environments remain structured and positive, with minimal disruptions, demonstrating effective implementation of strong pedagogical practices. FLACS High uses both established and internally developed curricula. The curricula provide access to high quality content but require substantial customization to address student learning gaps. Teachers and leaders engage in data-informed instructional planning. However, limited scheduling flexibility inhibits consistent collaboration between general education and at-risk support staff members. Teachers compensate by seeking informal opportunities to coordinate differentiation and student support. To sustain academic performance, the school must enhance its scheduling model and expand high school-specific instructional leadership. FLACS High is also still developing a comprehensive college preparatory program. The school offers advanced Spanish classes, access to college courses through CUNY’s College Now program, and two dual enrollment college level courses through a partnership with Syracuse University. The school plans to implement advanced placement (“AP”) courses and finalize graduation pathways for the Seal of Biliteracy and the Seal of Civic Readiness by the school’s first graduation year, 2025-26.

As FLACS High develops its program, it successfully adheres to the FLACS Schools’ core founding principle of social justice. The school integrates this theme into its curriculum and extracurricular offerings, including its ongoing collaboration with LPAC. Current and planned FLACS High programming, such as the senior civics capstone seminar, reflect the education corporation’s commitment to community engagement and civic responsibility. The education corporation also supports students and families through afterschool and family engagement programming, such as the parent council, which is aligned with its broader mission.

## BENCHMARK SUMMARY

### QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,<sup>1</sup> describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

#### ASSESSMENT

FLACS High implements a comprehensive assessment system that effectively collects and analyzes student performance data. The director of data driven instruction (“DDI”) develops dashboards that allow school leadership and the board of trustees to analyze student data in multiple levels of aggregation. The DDI collaborates with FLACS Schools to identify school specific data trends and provides dashboards to support leadership action planning. This includes ensuring curricula integrate into data systems to present high quality information on student performance.

FLACS High effectively uses assessment data to inform instructional decisions and student groupings. The school administers the NWEA: Growth Reading assessment in September to new students to determine placement in the English language arts (“ELA”) intervention course. Students enrolled in the Read 180 reading intervention program take the assessment again in June to measure progress. To prepare students for the Regents exams, the school administers mock Regents assessments and calibrates Regents predictions conservatively based on state grading guidelines. In addition to Regents exams, students take the PSAT/NMSQT, PSAT 10, and the Digital SAT. Students enrolled in Spanish II and Spanish III sit for the Spanish Checkpoint B exam to fulfill the world language requirement for the 4+1 Pathway, which contributes to students earning the Regents diploma with advanced designation.

FLACS High prioritizes data driven instruction. Shared service leaders meet weekly with principals and assistant principals to facilitate cohort analysis and determine school level and individual accountability for student outcomes. Teachers use Performance Matters, an assessment platform that integrates student information systems and the learning management system. Performance Matters provides item analyses which teachers review in department meetings to adjust instruction.

FLACS High adopted the New Visions Portal in 2023-24 to monitor credit accumulation, attendance, and Regents performance data. The system tracks students’ progress toward diploma requirements, the Seal of Biliteracy, and the Seal of Civics Readiness. However, the New Visions Portal does not extract current in-progress grades. To address this gap, the DDI developed a spreadsheet that updates weekly and provides instructional leaders with classroom, section, course, and student level data. The spreadsheet disaggregates performance data by subgroup, including ELLs and students with disabilities, allowing instructional leaders to identify trends and needed targeted interventions.

1. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

## BENCHMARK SUMMARY

Although FLACS High teachers and leaders use data to inform instructional decisions, the school can improve data accessibility for advisors and at-risk program staff members. Grade team leaders use a data spreadsheet to prepare for grade team meetings, and teachers primarily analyze student performance data to track standards mastery. For instance, teachers noted trends in the lower than anticipated progress of ELLs and students with disabilities and what instructional strategies to plan to use in response, such as those pertaining to vocabulary development. Teachers do not have access to credit and graduation progression tracking data, which limits advisors' ability to monitor student progress toward graduation. Additionally, staff involved in individualized education program ("IEP") development do not have consistent access to necessary data, with some relying on other staff members to retrieve information on graduation progress tracking. Insufficient access to relevant student data hinders teachers and advisors' ability to develop targeted interventions for students including those with disabilities. FLACS High leadership is actively evaluating data fluency and access needs to ensure that all staff members can effectively use student performance data to support academic outcomes.

FLACS High has effective systems for communicating student progress to families. While the school moved to a semester-based credit system in the 2023-24 school year, the school sends quarterly report cards and letters to inform students and families of their progress toward graduation. The guidance team uses these letters to facilitate holistic conversations with families and develop support plans and benchmarks.

### CURRICULUM

FLACS High's curricular program supports teachers with instructional planning. FLACS High implements a combination of commercial and internally developed curricula that align with state learning standards. Teachers submit lesson plans two weeks in advance for review. The school uses Odell High School Literacy Program for ELA, Imagine Learning Illustrative Mathematics, and a combination of New Visions and internally created curricula for history and science. FLACS High plans to introduce Advanced Placement ("AP") courses in the 2025-26 school year. The school currently offers honors and dual enrollment courses such as college-level biology and psychology for credit. FLACS High dual enrollment course teachers travel to Syracuse University in the summer to complete certification, receive training, and access course materials. Syracuse University staff members conduct classroom observations at FLACS High to monitor instructional quality. FLACS High students who maintain a grade point average above 3.6 in dual enrollment courses qualify for scholarship opportunities at Syracuse University. In addition, FLACS High partners with the CUNY College Now program to offer Bronx Community College courses on the college campus to students after school.

FLACS High continues to build its post-secondary readiness structures to ensure alignment with graduation requirements and college preparation. The school implements the OneGoal curriculum beginning in 11<sup>th</sup> grade to support college and career readiness. Students take the course twice weekly to develop postsecondary plans and track progress toward graduation. The structured roadmap ensures students and teachers remain informed of evolving college and career requirements. FLACS High is developing the requisite courses and experience for students to earn the New York State Seal of Biliteracy and the Seal of Civic Readiness. School leadership collaborates with the education corporation's shared services team and school staff members to determine student eligibility and finalize requirements. The school is developing a capstone civics project



## BENCHMARK SUMMARY

for its future seniors. Instructional leaders are building the in-house civics curriculum by reviewing successful models from other schools and adapting them to FLACS High's context. The planned full-year course will integrate one semester of civics standards and emphasize social justice and community engagement. FLACS High is preparing students to apply for internships before senior year to ensure coursework aligns with and real world experiences.

While the instructional leaders support teachers in adapting curricula, varying levels of subject-specific expertise and limited education corporation experience with high school instruction create inconsistencies in curricular implementation and support across subjects. Most curricula require pacing and content modifications to address student knowledge gaps and ensure alignment with Regents exam standards. Instructional leaders collaborate with teachers to adjust pacing and curricular components based on student performance data. The extent of curricular modifications varies by subject, impacting lesson preparation time and workload across departments. Leaders recognize the need to strengthen alignment between curricular resources and student needs, as well as ensure consistent instructional leadership support across all content areas.

### PEDAGOGY

High quality instruction is evident in most FLACS High classrooms. Teachers consistently deliver lessons with clear objectives aligned with the school's curricular programs. Teachers frequently connect lesson activities back to the day's objective and contextualize lessons by referencing prior learning. Teachers effectively reference academic vocabulary and offer mini lessons to root students in relevant information and skills before moving into new content. These strategies demonstrate teachers' ability to deliver purposeful lessons. However, in integrated co-teaching ("ICT") classrooms, teachers do not fully leverage the co-teaching model to maximize student learning. Most ICT classrooms adhered to the one teach one assist method, limiting opportunities to use the full instructional capacity of both teachers to assess mastery during lessons and provide real-time feedback.

Teachers do not yet implement effective checks for understand and corresponding adjustments to instruction. Teachers primarily circulated the classroom to check for understanding. In some classrooms, teachers ask follow up questions to build student understanding. Teachers provide frequent opportunities for students to engage with rigorous activities designed to promote higher order thinking. Teachers design classrooms tasks that are open ended and require students to independently grapple with complex content and apply their skills to new learning opportunities. Teachers' effective classroom management techniques establish a strong academic culture. Students have internalized the routines and expectations for academic behavior and interaction with lesson material, and teachers facilitate warm, positive classroom environments with minimal disruptions.

### INSTRUCTIONAL LEADERSHIP

FLACS High implements elements of strong instructional leadership but does not yet provide sufficient support to develop the competencies and skills of all teachers. Leaders effectively establish an environment of high expectations, and teachers are aligned in their conviction that all students can succeed. Leaders and teachers

## BENCHMARK SUMMARY

are invested in building a strong school culture and consistently demonstrate a growth mindset in which everyone is responsible for reflecting on their strengths and areas for improvement in order to grow teaching and learning across the program.

Instructional leaders execute sustained and effective coaching for general education teachers, but do not yet provide the same support to special education and English as a new language (“ENL”) staff members. Leaders cultivate strong relationships with teachers through the coaching cycle, and teachers feel supported to ask for help in improving their craft. Assistant principals for humanities and STEM set individual goals with each general education teacher and hold weekly meetings to plan content, intellectually prepare for instruction, and reflect on lesson delivery. Assistant principals also attend grade level team meetings each week to solve problems of practice or identify students in need of additional support, and teachers appreciate the collaborative time and its impact on culture and instruction. However, these meeting structures have not translated into adequate development for at-risk program staff members as they do not typically include a focus on targeted instructional strategies for specific populations. Special education and ENL teacher vacancies contribute to the school’s challenges, but inconsistent coaching and co-planning systems for teachers in the at-risk program indicate that the current structures are not yet sufficient to meet the needs of all FLACS High teachers.

FLACS High leaders implement professional development based on trends they identify in student data, lesson observations, and the curricular programs, ensuring that professional development activities are interrelated with classroom practice. Teachers also attend external trainings with The Collaborative for Inclusive Education and New Visions for Public Schools to aid in implementation of the school’s curricular programs. However, teachers cited inconsistent levels of technical support from the education corporation across different content areas and noted a lack of high school-specific expertise. As the school continues to grow, FLACS Schools leaders have an opportunity to consider gaps in expertise within the education corporation’s systems of instructional support.

### AT-RISK PROGRAM

FLACS High implements clear procedures to identify at-risk students including ELLs, students with disabilities, and those struggling academically. The school has established intervention programs that, if fully implemented, will meet the needs of at-risk students. The school primarily uses ICT for special education services. The school provides tiered interventions for reading and mathematics. In-house counseling supports students, while the district provides speech and language therapy, occupational therapy, and physical therapy. When district services are unavailable, students receive a related service authorization (“RSA”), where families secure providers at the district’s expense. During the first two years of the charter term, the school relied on RSAs for speech services due to a lack of a district provider. At the time of the visit, the school had secured a district speech and language provider.

FLACS High effectively uses data to identify students needing additional support but has not yet fully implemented its response to intervention (“RTI”) process. The school follows a tiered support model and recognizes the need to strengthen tier 2 implementation. Tier 1 consists of core instruction. Students at risk of failing coursework receive tier 2 interventions including after-school office hours, tutoring, and Saturday

## BENCHMARK SUMMARY

or after-school programs designed to reinforce core instruction. By scheduling tier 2 interventions outside of regular school hours, the school cannot effectively ensure attendance and deliver necessary support to identified students. Tier 3 interventions support students performing significantly below grade level. Students in reading recovery receive Read 180, while students needing additional mathematics support take a three semester Algebra or Geometry course instead of the standard two semester sequence. Teachers use Imagine Learning Illustrative Mathematics for additional scaffolding. Leadership and teachers identified scheduling delays as a challenge particularly in scheduling tier 2 support in a timely manner. At the time of the visit, the school class schedule strongly reflected tier 3 support.

FLACS Schools and school-based leadership recognize the need to bolster practices and systems that support the coordination of at-risk staff members and general education teachers. At the time of the Institute's visit, leadership and staff reported that ELLs and students with disabilities underperformed significantly compared to the general student population. Increasing caseloads, staffing insufficiencies, and scheduling constraints limit at-risk staff members' ability to collaborate as needed with general education teachers. For roughly a third of the 2024-25 school year, the school lacked sufficient ENL staffing requiring content teachers to take on additional differentiation responsibilities. Ahead of the Institute's visit, the school hired an additional ENL teacher to focus on Read 180. Each subject has a designated special education teacher, but increasing student caseloads and multiple co-planning partnerships for each at-risk staff member exacerbate scheduling conflicts that prevent general education and at-risk staff from meeting regularly. Teachers collaborate informally as much as possible and use shared planning tools, such as a week-at-a-glance document, to share differentiated content. The school must refine its coordination of support services to ensure general education and at-risk staff can collaborate more effectively to meet the needs of at-risk students.

### ORGANIZATIONAL CAPACITY

In its third year of operation, FLACS High continues to develop its organizational capacity with the support of FLACS Schools to effectively deliver the educational program. The shared services team provides guidance and technical support in hiring, enrollment, marketing, assessment, and curriculum in response to leaders' evaluation of the school as it grows to scale. The school has established staff, operational systems, and procedures to carry out its academic program and continues to adapt roles and responsibilities to meet the evolving needs of the school. FLACS High began the 2024-25 school year in its permanent facility and maintains high enrollment and retention despite moving between temporary locations in the first two years of the charter term. Leaders project continued strength in the enrollment patterns and look forward to maintaining stability and presence in the community in the years to come.

FLACS High has a clear and consistent culture system in place and leaders prioritize a holistic view of student support to empower students to own their educational outcomes. Warm, positive interactions between students and staff members are evident throughout the school, and disruptions to learning are minimal. The school added security staff members to meet the needs of the new building and the large 9<sup>th</sup> grade cohort and maintains low suspension rates. The school retains staff members with a shared vision for building a supportive and responsive school community in partnership with students and families, and in alignment with the culture present at the FLACS Schools elementary and middle school programs.

## BENCHMARK SUMMARY

Leaders evaluate FLACS High's programs as the school grows and are thoughtful in their approach to allocating financial and human capital resources, but the school's support for at-risk programming is not yet sufficient to meet the needs of all learners. FLACS High struggled to staff adequate numbers of special education and ENL teachers throughout the year and does not implement effective systems to support the development of existing at-risk program teachers or coordination with the appropriate content area teachers. While the education corporation has director positions for special education and ELL services, teachers cite inconsistent communication, coaching, and capacity to enhance their ability to effectively serve the large at-risk student populations.

### BOARD OVERSIGHT & GOVERNANCE

FLACS Schools board works effectively to meet the school's Accountability Plan goals. The board possesses adequate skills and has established structures and procedures to govern FLACS High and oversee management operations effectively. Board members actively review data across all FLACS Schools campuses. Board members are expanding their knowledge of high school academic requirements, including exams, student needs, and postsecondary readiness programs. This includes attending a presentation on college readiness as well as actively seeking information from other high schools. The board includes members with education experience, including a former high school teacher and a former middle school assistant principal. These members conduct school visits, observe instruction, and engage with principals to discuss data and interventions for underperforming students. The board regularly reviews school data, including accountability metrics for the Kindergarten – 8<sup>th</sup> grade program and plans to incorporate high school accountability data into its oversight practices in the near future. The board evaluates the CEO by using an established evaluation form measuring performance across 13 domains, which include the board's review of the education corporation's academic performance on its agreed upon goals as well as comparisons to the public schools in the community. It has recently revised the evaluation process to include a mid-year review for a more comprehensive assessment of progress.

While the board applies the same governance approach across all schools, it recognizes a heightened sense of urgency at the high school level, given that students are in their final years at FLACS High. Board members emphasized the importance of the high school's success in maintaining the network's reputation and attracting future students. As such, the board prioritizes student enrollment. The board monitors engagement with alumni from the other FLACS Schools and discussed interest in leveraging these relationships to support student recruitment and mentorship initiatives.

The board remains data-driven through regular immersion in data across FLACS Schools while maintaining a strong focus on FLACS Schools' community-based mission. Board members emphasize that they established the high school in direct response to parent demand and continue to prioritize culture and vision alignment, academic rigor, graduation preparedness, and civic engagement during FLACS High's charter term. The board remains committed to ensuring the civic engagement programming aligns with FLACS Schools' vision. For instance, the board plans to collaborate with leadership to refine the senior civics project, where students will complete community service projects and compile a portfolio addressing local and systemic challenges.

## BENCHMARK SUMMARY

The board identifies enrollment, student transitions, and competition from other high schools as primary challenges. Students who attended FLACS II's middle school program transition more smoothly, while those entering from other schools require additional academic and social-emotional support.

The board exhibits effective planning to strengthen enrollment strategies and student engagement initiatives to further support long-term sustainability. The board expressed concern over recent declines in high school attendance and attributes some challenges to post-pandemic disengagement. The board supports initiatives that strengthen student and family engagement including increased parent communication and targeted interventions. The board also values community involvement. In addition to having many former and current parents as board members, the board developed a student council and also includes the parent association president as a member. The board is exploring ways to incorporate student perspectives and has established an athletics chair to align academics with extracurricular activities across all grade levels to assist in attracting students. New student engagement programs, such as driver's education courses beginning in 11<sup>th</sup> grade, also serve as incentives for enrollment.





FLACS High

# Ax

APPENDICES

PAGES Ax 1-4



FAMILY LIFE ACADEMY CHARTER SCHOOLS BOARD OF TRUSTEES<sup>1</sup>

CHAIR	TRUSTEES
Wanda Torres-Mercado	Rafael McDonald
VICE CHAIR	Dr. Janet Lerner
Bryan Rivera	Margarita Roldan
TREASURER	Florence Wolpoff
Pedro Alvarez	Kevin Kearns
SECRETARY	Bishop Raymond Rivera
Miguel Peña	Hilda Sanchez
	Diana Jimenez
	Eneroliza Castillo
	Kelly Nuñez
	Maria Rodriguez

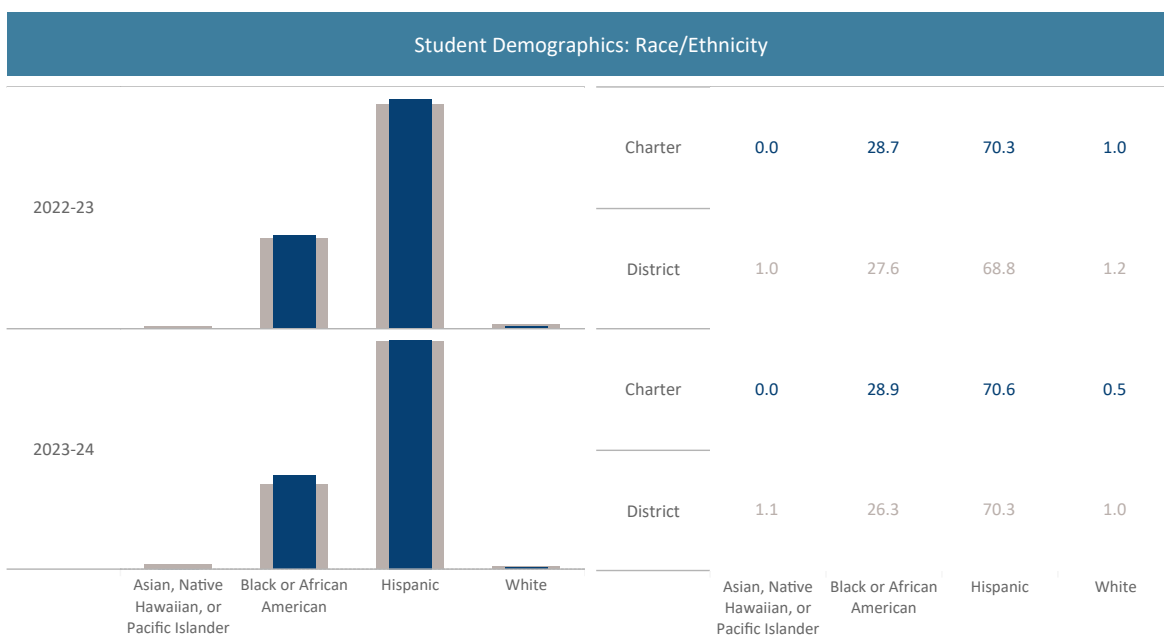
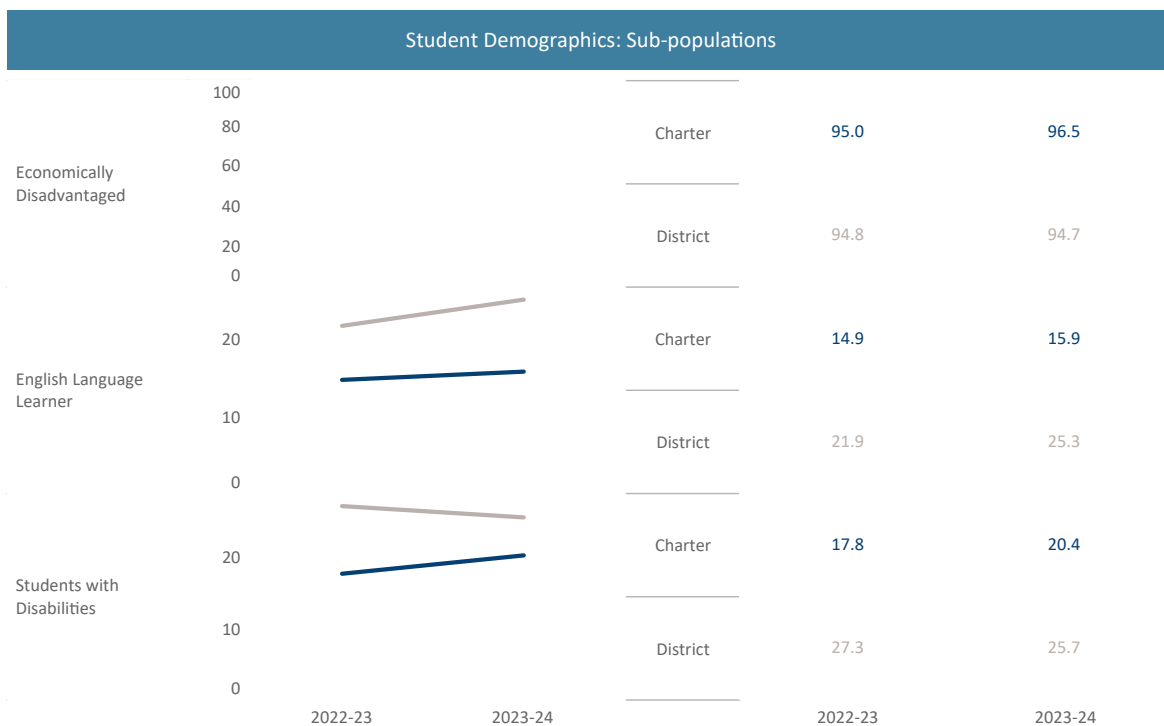
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>2</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2022-23	100	97	97%	9
2023-24	249	197	79%	9-10
2024-25	434	416	96%	9-11

1. Source: The Institute’s board records at the time of the visit.  
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## Family Life Academy Charter Schools High School

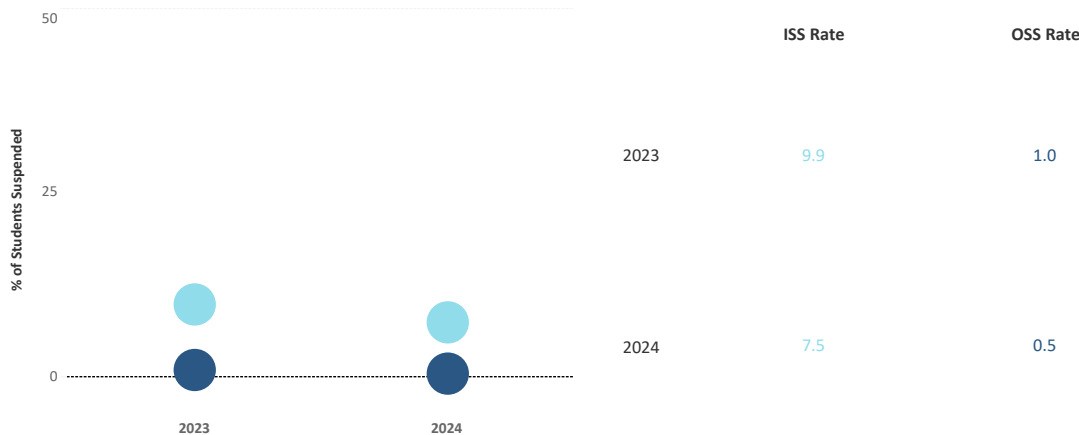
Bronx CSD 9



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Family Life Academy Charter Schools High School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

<b>Persistence in Enrollment:</b> The percentage of students eligible to return from previous year who did return	<b>Expulsions:</b> The number of students expelled from the charter each year	
	2023	2024
2023-24	81.2	
	1	2

Family Life Academy Charter Schools High School's Enrollment and Retention Status: 2023-24			Target	Charter
enrollment	economically disadvantaged		89.1	96.5
	English language learners		29.3	15.9
	students with disabilities		21.8	20.4
retention	economically disadvantaged		93.4	81.3
	English language learners		94.0	93.3
	students with disabilities		90.5	94.4

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## APPENDIX A: SCHOOL OVERVIEW



### CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2022-23	First Year Visit	May 4, 2023
2024-25	School Evaluation Visit	February 27, 2025

### CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
February 27, 2025	Kathleen Haywood	School Evaluator
	Katy Clayton	School Evaluator
	Andrew Kile	Director of School Evaluation

### CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Initial	Third Year of its Five Year Charter Term	Fall 2026



