

# New York State Education Department

*Renewal*

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**SCHOOL DESCRIPTION**

Charter School Summary<sup>1</sup>

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**Name of Charter School**

New Dawn Charter High School





New York State Education Department  
Charter School Performance Framework Rating

Performance Benchmark	Level
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Differentiation of Cohorts

The table below demonstrates the range of high school entry cohorts that are served at NDCHS and the difficulties of applying traditional high school entry cohort-related graduation rate data to this population.

**Table 1: Relationship Between NDCHS Student High School Entry Cohort and Charter School Entry Year (2012-2016)**

(From NDCHS Renewal Application; based on total enrollment of 533 students over the charter term)

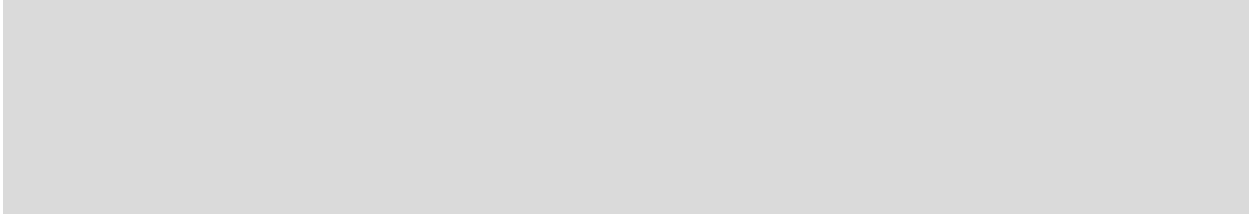
High School Entry Cohort Year	4w 11.0417 Td()
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Using the NYC DOE O/A Peer Target Graduation Rate, the table below compares NDCHS graduation outcomes to NYC similar school graduation outcomes as of June 2016. The table is based on the charter school entry year to provide context for the length of time the students have been attending NDCHS.

**Table 3: 2016 NDCHS Student Outcomes Compared to similar NYC DOE Student Outcomes (“Peer Target”)**

School Entry 2012 N = 140	# in Cohort	% of Cohort	NYC DOE Peer Target Graduation Rate	NDCHS Graduation Rate	Variance to Date
15-year-old OA/UC	20	14.3%	30%	70.0%	+40
16-19 year old OA/UC	19	13.6%	50%	63.2%	+13.2
16-19 Most At Risk OA/UC	64	45.7%	25%	37.5%	+12.5
Non OA/UC	37	26.4%	67%	89.2%	+22.2







a special education coordinator who administers the special education program, supports teachers and provides direct services to students. In addition, all students have a mentor who monitors their progress and serious social emotional needs are addressed by a social worker and counselors. However, at the time of the visit the school was attempting to fill two special education teacher vacancies and a counselor position.

**Benchmark 3: Culture, Climate and Family Engagement**

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

**Finding: Meets**

<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. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>b. 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>c. The school has a systematic process for responding to parent or community concerns.</li> <li>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. SocialEmotional Supports	<ul style="list-style-type: none"> <li>a. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>b. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

During the two day visit the school was calm and orderly and no disruptive behaviors were observed in classrooms or public spaces. Furthermore, interviews with parents, teachers and students all indicated







Unrestricted cash









### Summative Evidence for Benchmark 9:

The school enrolls over-age, under-credit students, which is an at-risk category. While under-enrolled in the past the school is currently at full enrollment and backfills continuously. The school reported that two-thirds of its students are economically disadvantaged and nearly two out of five have a disability. The school offers a full inclusion model with individualized programs for all students facilitated by very small class sizes. School leaders reported that students with disabilities perform at similar levels to general education students. However, the enrollment of English language learners (ELLs) is low at 3%, and their retention is about 50%.

As reported in the NYSED School Report Card, the school's dropout rate in 2015-2016 was 15% overall and 17% for students with disabilities.

### Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial



**Table 10: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:**  
*School, District & NYS Level Aggregates*

4-Yr Cohort: English Language Learners	
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