



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Riverhead Charter School

Renewal Site Visit Dates: December 1-2, 2021

Date of Report: April 4, 2022

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Riverhead Charter School
Board Chair	Aimee LoMonaco
District of location	Riverhead CSD
Opening Date	Fall 2001
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 10, 2001 - January 9, 2006 • First Renewal: January 10, 2006 - July 10, 2008 • Second Renewal: July 11, 2008 - June 30, 2009 • Third Renewal: July 1, 2009 - June 30, 2014 • Fourth Renewal: July 1, 2014 - June 30, 2017 • Fifth Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 10 / 850 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12 / 1244 students
Facilities	3685 Middle Country Road, Calverton, New York 11933 - Private Space
Mission Statement	<i>Our mission is to inspire today's learners to become tomorrow's leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community.</i>
Key Design Elements	<ul style="list-style-type: none"> • Focus on quality of instruction based on individual student needs • High expectations • A uniquely affirming and supportive school culture • Deep linkages to the surrounding community • Integration of technology within classrooms • Continuous development of staff
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • To continue the long planned and natural continuation of the Regents-approved grade span and increase the charter school's grade span to add Grades 11 through 12 to the school's currently approved K through Grade 10 configuration, with a

¹ The information in this section was provided by the NYS Education Department Charter School Office.
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	<p>corresponding enrollment increase from 850 students to 1244 students.</p> <ul style="list-style-type: none"> ● To amend the charter school's organizational chart. ● To remove the following Key Design Element from the school's charter "High expectations; Advisory; Choice and commitment; Professional development; Culture of all staff;" and replace with "Focus on quality of instruction based on individual students' needs; High expectations; A uniquely affirming and supportive school culture; Deep linkages to the surrounding community; Integration of technology within classrooms; and Continuous development of staff." ● To amend the charter school's mission from "Our mission is to inspire leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community." to "Our mission is to inspire today's learners to become tomorrow's leaders by setting high academic standards, promoting solution-orientated thinking, and embracing the cultural diversity of our community."
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Noteworthy:

Riverhead Charter School's (RCS) academic proficiency rates increased for all students between 2017-2018 and 2018-2019 from 44% to 68% in ELA and from 55% to 62% in math. The school celebrates a variety of community cultural events and infuses its morning meetings, advisory classes, and peer mentoring opportunities with anti-racist themes for which staff have experienced professional development. Linkages to historic partnerships in the community have been revived with cultural and criminal justice institutions. RCS students have regular opportunities to engage with the surrounding communities.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 9	K - Grade 10
Total Approved Enrollment	500	550	600	750	850

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 11	K - Grade 12			
Total Proposed Enrollment	947	1047	1126	1189	1244

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

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

² This proposed chart was submitted by Riverhead Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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 remote renewal site visit was conducted at RCS on December 1 and 2, 2021. The CSO team conducted interviews with the board of trustees, school leadership team, and to the student support team. In cooperation with school leadership, the CSO administered anonymous online surveys to parents.

The team conducted ten remote classroom observations in K - Grade 10. The observations were approximately 20 minutes in length and conducted jointly with the middle school principal and the director of student services. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **NYCDOE School Quality Reports showing survey results;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal); and**
- **School's 2021 renewal application**

BENCHMARK ANALYSIS

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:

- Educational Success
- Organizational Soundness
- 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.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from December 1st and 2nd at RCS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: 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).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>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 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.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Riverhead Charter School is in year 20 of operation and serves students in K - Grade 10. During its current charter term, the school is rated in the following manner, meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

Summary of Areas of Growth and Strengths:

- RCS student performance on the NYSTP 3-8 ELA and math state assessments increased from 2015-2016 to 2018-2019 from 44% to 68% in ELA and from 55% to 62% in math for all students. With one exception, the three subgroups outperformed the district and the state on both assessments by double-digit margins; in 2018-2019, the English language learner (ELL) subgroup was five percentage points below the state.
- The school has enrolled over ninety percent of its authorized enrollment since the beginning of the current charter term, reaching 99% in both the 2018-2019 and 2019-2020 school years.
- Current retention rates are higher than the district of location, for all students and for the subgroups.
- Respondents to the CSO 2021 Teacher and Student Surveys (74% and 77% responding, respectively) were almost unanimous in agreeing that there was no evidence of bullying, harassment, or discrimination at the school.

Summary of Areas in Need of Improvement:

- The school's students with disabilities (SWDs) and ELLs demonstrate lower academic performance in ELA and math as compared to the school's total student population.
- RCS has not reached its enrollment targets for SWDs, economically disadvantaged students (EDs), or ELLs.
- Over the charter term, the school has demonstrated concerning patterns related to tracking and reporting data related to enrollment and teacher certifications, among others. Required data submissions have often been incomplete, incorrect, or not timely.

Benchmark 1: Student Performance

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).

Finding: Meets

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets. The school is designated as a School in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

RCS student performance on the NYSTP 3-8 ELA and math state assessments increased from 2015-2016 to 2018-2019 from 44% to 68% in ELA and from 55% to 62% in math for all students. With one exception, the three subgroups outperformed the district of location and the state on both assessments by double-digit margins; in 2018-2019, the English language learner (ELL) subgroup was five percentage points below the state. On the 2020-2021 NYSTP 3-8 Assessments the school had a 74% and 75% participation rate for ELA and math, respectively, and 59% and 37% proficiency rates, respectively.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLS.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Academic Program for Elementary School/Middle School/High School:

- ES:
 - In K - Grade 4, teachers teach all core subjects in self-contained classrooms.

- Elementary students use the Houghton Mifflin Harcourt Reading program and Japan math curriculum to build early academic discourse and literacy skills.
- **MS:**
 - Teachers in the middle school are departmentalized.
 - Grade 8 students take Algebra and/or Living Environment Regents courses and sit for the exams to earn early Regents and high school credits. Students are chosen based on their prior math scores.
 - Academic Intervention Services (AIS) are provided to students in Grades 6-10 to support achieving mastery on the NYS assessments.
- **HS:**
 - High school students are provided opportunities to take Regents' exams with the support of Regents' readiness courses in Coursera. Coursera is an online learning platform that supports both tutorial and coursework in a wide variety of subjects. High school students who fail Regents' exams are provided with AIS.
 - High school students are also provided with college and career support at each grade level through enrichment courses, advisory, and teacher-embedded modules in the core classroom.

Academic Program for Students with Disabilities and English language learners (ELLs):

- **SWDs:**
 - RCS provides teachers weekly coaching sessions with the school's director of special services.
 - RCS also communicates and works to foster relationships with the external psychology, occupational therapy, and physical therapy service providers.
 - School staff are provided with strategies to support SWDs in their core classes. Teachers in co-taught classrooms use parallel teaching to enhance student learning.
 - Inclusion classes are scheduled for each grade level for SWDs.
- **ELLS:**
 - School staff are provided with strategies to support ELL students in their core classes.
 - The school provides inclusion classes within each grade level to support ELLs.
 - Teachers use NYSESLAT data to set goals and measure progress for ELL students.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets.

1. Element: ***Curriculum***

- **Indicator a:** RCS utilizes Engage NY for its English Language Arts program. The school uses Engage NY math and Japan math curricula, both of which are aligned to New York State Learning Standards (NYSL). RCS uses a variety of curricular products in support of science and social studies, namely Houghton Mifflin Harcourt, McGraw Hill and Glencoe for science and McGraw Hill and New Visions for social studies. RCS complements each curriculum with teacher embedded strategies to target student needs as identified in their academic data reviews.

- **Indicator b:** School leaders reported that they chose to use Japan math curriculum to support students in building math discourse and mathematical thinking in the classroom. Both school leaders and the academic support focus group reported a focus on authentic learning experiences to support college and career goals in upper grades. Specifically, leaders reported using their high school English program to support art and theatrical features to help students make real-world connections to content and skills within the curricula. For example, school leaders reported use of Socratic circles to discuss text in a Grade 5 classroom. These Socratic seminars are built into the curriculum teachers use in social studies and in ELA. As reported by the school leaders focus group, teachers have flexibility to add this and other learning strategies to support engagement and higher-order thinking.
- **Indicator c:** The school administered the CSO 2021 Teacher Survey, and 43 out of 58 teachers reported in the 2020-2021 Annual Report faculty/staff roster responded. Ninety-three percent of those responding agreed or strongly agreed that the school has both vertically and horizontally aligned curriculum.
- **Indicator d:** Both school leaders and teachers in their respective focus groups reported the use of standards-based grading and data analysis using indicators within MasteryConnect to support teacher ability to differentiate for individual student needs within each lesson. Specifically, school leadership reported that teachers grade Do Nows, Exit Tickets, and other formative assessments during class and can adjust their plans for the whole class, or support changes for individual students within that same class, or follow up in future lessons or referrals as necessary.
- **Indicator e:** The school leadership focus group reported that their curricular changes are based on researching best practices across high quality school programs and identifying supports to meet the diverse needs of their students.

2. Element: ***Instruction:***

- **Indicator a:** Based on the CSO 2021 Parent Survey, to which 11 percent of potential parents responded, 96 percent of families who did so agreed or strongly agreed that teaching quality at RCS is high. One hundred percent of teacher respondents agreed or strongly agreed that the staff has a shared understanding of high-quality learning for all students. The CSO Team observed teacher use of multiple teaching modalities (team teaching and one teach-one assist) in instruction and use of checks for understanding across all classrooms. Specifically, teachers used call and response, student demonstration, and checked student notebooks/packets throughout the lessons.
- **Indicator b:** According to the CSO 2021 Teacher Survey, 100 percent of teacher respondents agreed or strongly agreed that instructional delivery at RCS fosters engagement with all students.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** RCS uses I-Ready assessments and differentiation within its instructional program to support both benchmark assessments and individualized instruction. Benchmark diagnostics are given to students three times a year. Ninety-eight percent of teachers responding agreed or strongly agreed that the school uses multiple measures to assess student progress toward meeting the NYLS. RCS administered local assessments in the spring of 2021. Participation rates were over 85% for all students and the subgroups.
- **Indicator b:** Teachers use I-Ready created lessons as well as daily informal assessments to progress monitor student performance. The school leadership and academic support focus groups both report that teachers meet weekly with their directors of instruction to review data and inform subsequent lesson plans and student learning paths. The school uses I-Ready data as well

as information from standards tracked using MasteryConnect to make instructional decisions. The school leadership focus group reported that a component of their teacher preparation during the summer professional development activities includes deep dives into lesson planning and using data to inform instruction. The CSO 2021 Teacher Survey shows that 100 percent of RCS teachers responding agreed or strongly agreed that the school uses qualitative and quantitative data to inform instruction.

- **Indicator c:** School leadership reported that their implementation of weekly data reviews and tracking of standards-based grading supports identification of students who are not yet on track to master the material. They reported using NYS exam data to provide direct support for students performing on NYS Level 1 and 2 for intervention. School leadership reported that teachers use MasteryConnect to both track and then pull students for small group instruction or enroll them in response to intervention groups. Teachers also reported that the students in those interventions are coached to progress towards mastery of standards and then can return to other necessary or enrichment courses. Based on the CSO 2021 Teacher Survey, 91 percent of teacher respondents agreed or strongly agreed that the school uses data to evaluate the quality and effectiveness of its academic program and that it makes changes to the academic program based on that data.

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

- **Indicator a:** School leaders reported that teachers use small-group instruction and response to intervention programs and integrated co-taught classes to support students in special populations. Additionally, the leadership team reported an increase in the number of teachers certified in TESOL to support the ELL population. RCS was in the process of hiring a new ENL teacher at the time of the visit. Additionally, 93 percent of the responding teachers agreed or strongly agreed that the school provides support to meet the academic needs of ELLs. In response to the CSO 2021 Teacher Survey, 85 percent of teachers agreed or strongly agreed that the school provides support to meet the academic needs of students with disabilities. The school leadership reported providing a minimum of 80 percent of the school day with classroom support for SWDs through a full immersion program and employment of certified special education teachers.
- **Indicator b:** The academic support and leadership focus groups reported using I-Ready and MasteryConnect along with school staff to monitor and track student progress. Both groups reported that teachers engage in weekly planning with their co-teachers and intervention supports as well as weekly meetings with the directors of instruction. In addition, teachers are provided expanded grade level team meetings to track students in academic or social need. School leaders reported that the school has instituted peer observations based on strengths so that teachers can adapt their instruction based on the best practices of their colleagues.

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 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.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. 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. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets on its mid-term site visit report and this renewal site visit report.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** RCS has a detailed approach to behavior management and provides students and families with a written discipline policy. RCS uses an internal behavioral system called ROYAL. (Respect Others Yourself the Arts and Learn). School leaders reported that ROYAL supports student autonomy and respect for self and environment. Both school leaders and academic support groups shared that morning meetings also support behavior management. School leaders reported that morning meetings allow checking in on students, with time to speak and engage with their peers. Students also participate in character map activities to build understanding of behavioral expectations at each grade or age. The school leadership focus group reported that students use morning sessions to develop life skills and provide feedback to the school's student support teams about advisory topics. Twenty-two students were given the opportunity to respond to the CSO 2021 student Survey, and 17 did so. One hundred percent of students who completed the CSO 2021 Student Survey agreed or strongly agreed that RCS has had a positive impact on their life. Additionally, 83 percent of student respondents agreed or strongly agreed that adults in the school help them develop strategies to understand and control their feelings and actions.
- **Indicator b:** Ninety-eight percent of families who responded to the CSO 2021 Parent Survey agreed or strongly agreed that the school provides a safe environment, as did one hundred percent of responding teachers.
- **Indicator c:** Based on the CSO 2021 Teacher Survey, 98 percent of responding teachers agreed or strongly agreed that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. Based on the 17 student responses to the CSO 2021 Student Survey, 100 percent of those students noted that they had not experienced bullying during the school year remotely or in person.
- **Indicator d:** CSO team members did not see disruptions within any classrooms observed during the visit. Ninety-five percent of responding teachers agreed or strongly agreed that classroom environments support learning and are generally free from disruption.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** School leaders reported providing families with opportunities to attend cultural events remotely during the COVID-19 restrictions, and leadership indicated that they will keep the remote option for parents to continue to attend school events. Based on the CSO 2021 Parent Survey, 89 percent of families responding agreed or strongly agreed that the school provides opportunities for parent participation within the school community. Furthermore, 96 percent of responding families agreed or strongly agreed that the school uses many methods of communication with them.
- **Indicator b:** School leaders and academic support focus groups both reported the use of ClassDojo and virtual parent-teacher conferences to support communicating student progress to families. The results of the CSO 2021 Parent Survey show that 93 percent of responding families agreed or strongly agreed that they receive regular and timely information about their child's academic progress in their home language. RCS leadership described providing families with reports and opportunities for meetings to share student performance on NYS assessments.
- **Indicator c:** According to respondents on the CSO 2021 Parent Survey, 91 percent of families agreed or strongly agreed that the school seeks feedback from parents through surveys, town halls, individual meetings, and other communication alternatives.
- **Indicator d:** School leaders and teachers report using ClassDojo, an online information and communication platform for education, as well as email and phone calls to communicate daily or as needed with families.

- **Indicator e:** School leaders report posting school-wide academic data on the school website as well as across social media and news platforms. Additionally, the group reported using town halls and family facing flyers/printed information to share school-wide data.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** School leaders reported hiring a third social worker to support the needs of their students. Both school leadership and the student support focus groups described social emotional learning (SEL) supports being included in classroom and playground check-ins as well as in morning meeting and advisory programs. According to the CSO 2021 Teacher Survey, 100 percent of responding teachers could identify the school’s McKinney-Vento coordinator and 93 percent of teachers could identify the school’s DASA coordinator.
- **Indicator b:** School leaders described creating a deeper focus on SEL check-ins and tracking of students at the beginning of the 2021-2022 school year. Specifically, administrators and counselors visit each classroom daily to check in on student SEL needs. Each class has a unique check-in style to track individual needs i.e., a feelings check-in using numbers. School leaders and student support groups described using morning huddles to allow students to share their feelings. Students are able to share in multiple modalities; verbally as well as physically, for example, by placing popsicle sticks into cups labeled with feelings.
- **Indicator c:** The student support focus group described using the data from morning meeting, advisory, or other check-ins to inform next steps of the school social workers' and deans' monitoring plans. Specifically, students could have quick check-ins, talk sessions in the counselor’s room, parental phone calls, or longer-term monitoring. The school social worker determines what short- or long-term supports the student needs based on the data collected through the SEL check-ins and parental conferencing.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Riverhead Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Riverhead Charter School’s Charter School’s 2019-2020 composite score is 2.77.

**Riverhead Charter School’s Composite Scores
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	2.41
2017-2018	2.49
2018-2019	2.58
2019-2020	2.67
2020-2021	2.77

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

NYSED CSO reviewed Riverhead Charter School's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2018, within this charter term, the Office of the State Comptroller conducted an audit of Riverhead Charter School (<https://www.osc.state.ny.us/files/local-government/audits/pdf/lgsa-audit-school-2018-riverhead-charter.pdf>) with the objective of determining if the board ensured that expenses charged to the school's debit cards were adequately supported and for business-related purposes.

The auditor found that the board did not establish a comprehensive policy for debit cards to help ensure all charges were adequately supported and for business-related purposes, none of the debit card purchases included purchase requisitions or purchase orders to indicate prior approval or any indication that the Board reviewed charges, and although the school is exempt from paying sales tax on purchases, the executive director and director of finance repeatedly paid sales tax on debit card purchases.

The auditor recommended to the board that if they intend to continue the use of debit cards, they should adopt a debit card policy that describes the types and circumstances of the purchases allowed and provides guidance on the documentation required to support purchases. The board should ensure that purchases using debit cards are supported by purchase requisitions or purchase orders and evidence that the charges have been approved and reviewed by the board. The board was also recommended to minimize the use of debit cards for purchases where sales tax is incurred. School officials generally agreed with the recommendations and initiated corrective action within the required time frame.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets on its mid-term site visit report and this renewal site visit report.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board is composed of educators, lawyers, business leaders, and financial leaders, and works with a consultant to support continuous professional development to enhance board members’ skills and efficacy in their roles. The board reported conducting an assessment to identify further needs for board members. Results determined that it would seek future members who had experience in university education to support the school’s growth into a fully developed high school, renewing its search for up to eight or nine members, with expertise in technology, engineering, and higher education.
- **Indicator b:** The board focus group reported engaging a board consultant to support completion of its current strategic plan as well as goal setting for individual members, its committee work, and planning around school growth.
- **Indicator c:** The school leader focus group and the board focus group both reported use of an internal data dashboard and monthly reports and presentations to share metrics on academics, culture, and operations. These reports include financial updates and tracking, information on school enrollment, and academic performance data.

- **Indicator d:** The board focus group reported that both it and the school leaders engage in policy review as needed but at a minimum on an annual basis. The board also reported that it works closely with its CSO liaison to clarify revision and reporting guidance.
- **Indicator e:** The board focus group described conducting an annual retreat to focus on evaluating the superintendent and school leadership. It reported using support from its board consultant to ensure that its evaluation processes are aligned with standard best practices.
- **Indicator f:** The board acknowledges its legal obligations to the school and its stakeholders; however, there have been several issues regarding compliance with state and federal laws and provisions of its charter. These details are provided in BM 10: Legal Compliance. While the board focus group described its support mechanisms around compliance with campus growth and development, use of its board attorney to help facilitate compliance, its financial committee and board treasurer to support fiscal management, and a human resource consulting firm to assist with labor relations, pay practices, and employee benefits, compliance issues continue.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. <i>Contractual Relationships</i> □N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets on its mid-term site visit report and this renewal site visit report.

1. Element: ***School Leadership:***

- **Indicator a:** The school leadership, academic support, and student support focus groups reported a school-wide focus on rigorous instruction and continuous improvement through data cycles and lesson planning. The student support group and the academic support group agreed in their respective focus groups on the importance of the frequency, purpose, and value of weekly and monthly staff group meetings (grade-level team meetings, professional learning communities, meetings with director of student support and deans) and one-on-one meetings with their directors of curriculum and instruction, and the resulting impact they have on student learning. According to the CSO 2021 Teacher Survey, 90 percent of responding teachers agreed or strongly agreed that the school has an effective leadership team that communicates a clearly defined vision and mission to staff and students.
- **Indicator b:** Within each focus group, staff were able to clearly delineate their roles as they relate to support of students, staff, and families. Roles and responsibilities, as well as reporting lines, for school staff members are clearly defined in the organizational chart.
- **Indicator c:** The school leadership focus group reported using clear protocols and procedures for staff and families to communicate across the school for positive feedback and general communication as well as concerns. This includes ensuring that staff and families know who to go to for specific needs.
- **Indicator d:** The school submitted staff retention data. According to this worksheet, RCS retained 97 percent of its staff for the 2021-2022 school year. RCS also submitted a retention and hiring report that outlined their staff hiring process. This process includes a 25-45 minute-demonstration lesson and superintendent-level interview.

2. Element: ***Professional Climate:***

- **Indicator a:** The school leadership reported that 100 percent of their special educators are certified and highly qualified. Leadership also noted during the focus group that they will eventually hire an additional dean of students to support school-based operations and a third principal as the school continues to grow to K-Grade 12. The Board reported using external human resource and marketing consulting firms to support staff recruitment and other human resource needs.
- **Indicator b:** The leadership, student support, and academic support focus groups all reported the use of systemic team and individual meetings to support collaboration among staff. This includes peer observations, common planning time, professional learning communities, grade level team meetings, and kid talk sessions. Kid talk sessions are used to discuss students within a grade level who demonstrate a higher need for behavioral or academic intervention. These meetings include staff members across multiple teams, including general education and special education teachers, interventionists, and deans.
- **Indicator c:** According to the responses on the CSO 2021 Teacher Survey, 89 percent of teachers responding agreed or strongly agreed that the school provides staff with professional development opportunities that promote best practices and improve the success of all students. RCS submitted its 2021-2022 professional development plan which showed that staff were provided with support in standards-based instruction, compliance around ELLs, SWDs, and other mandates, SEL, assessments, blended learning, technology, counseling, and progress monitoring, as well as curriculum mapping, lesson planning and using the instructional framework. Both the school leadership and academic support focus groups reported making use of summer professional development time, as well as routine professional development opportunities to support instructional planning and the use of data. Specifically, the academic support focus group reported using the summer professional development time to focus on "what we do to support

students," being empathetic, providing structure, and using protocols for the school's SEL program, as well as professional development from the school social workers around the rising mental health crises related to anxiety, depression, and suicidal ideation. Teachers reported that social workers also provide mental health workshops to students in advisory.

- **Indicator d:** The school models its teacher observation system on the Danielson model. The school leadership focus group described employing informal observations throughout the year as well as a newly instituted peer observation program. School leader and academic support focus groups both reported routine coaching meetings, observation feedback sessions, and lesson plan feedback cycles with directors of curriculum and instruction and the director of student support. The student support team focus group reported that deans will also support teacher and staff professional development throughout the school year to ensure that all staff are properly supporting and maintaining sound learning environments.
- **Indicator e:** The leadership focus group discussed that teachers may provide feedback through the open-door policy, through any of their meetings with leadership or project managers, and also through routine teacher surveys. School leaders reported that they also ask teachers direct questions to identify and assess what teachers need. They also reported that the school professional development calendar is supported by teacher requests, responses to surveys, and demonstrated areas of strength and growth. Ninety-five percent of the teacher respondents to the CSO 2021 Teacher Survey reported that the school has mechanisms to solicit teacher and staff feedback and gauge their satisfaction. According to the CSO 2021 Teacher Survey, 88 percent of responding teachers agreed or strongly agreed that school discipline policies are updated with feedback from faculty.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a rating of Meets on its mid-term site visit report and its renewal site visit report.

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** Based on the CSO 2021 Parent Survey, 92 percent of responding families agreed or strongly agreed that the school fulfills its mission. According to the CSO 2021 Teacher Survey, 90 percent of responding teachers agreed or strongly agreed that the school leadership team communicates a clearly defined mission and set of goals to staff and the school community.
- **Indicator b:** RCS implements most of its key design elements throughout the school day and year. The school leadership team reported difficulties due to the COVID-19 pandemic in fully meeting all elements, especially “deep linkages to the surrounding community.” RCS was able to provide students with access to technology for remote learning. The school also integrated virtual programming to support parent participation in town halls and academic progress nights. The school leadership reported that virtual options will continue to be part of the school as it supported higher parental participation and is a way to meet the needs of parents. RCS leadership and the academic support focus group both reported using benchmark diagnostics and formative and summative assessment data throughout the year to plan for and adjust instruction. The student support team described a clearly defined set of systems of protocols to support high expectations in academic and cultural achievement for their students. The school leadership team reported that teachers were provided with anti-racist professional development to support cultural and community goals. The school leadership team also reported continuing with school-wide celebrations for student culture. For example, the school leadership and student support groups described celebrating Hispanic Heritage month, Black history month, and multicultural nights. The school leadership group also affirmed using morning meetings, advisory classes, and peer mentoring opportunities to create a uniquely affirming and supportive school culture. The school leaders and board focus groups reported that they are working to renew and revive their linkages to historic partners following the COVID-19 pandemic protocols. However, the school continues an active partnership with Project Fit America, the Suffolk County Sheriff’s Department, and the Riverhead Public Library.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches. While the school is not making regular and significant annual progress toward meeting its enrollment targets for SWDs and EDs, it has improved by +4 percentage points in its ELL subgroup enrollment from 2019-2020 to 2020-2021. The school has maintained above 90% of its contracted enrollment. The school’s retention rates for all students and the SWD, ELL, and ED subgroups are above the district of location; and in the 2020-2021 school year all are at or above 92%.

1. Element: **Target are met:** N/A
2. Element: **Targets are not met:**
 - **Indicator a:** The school is not making regular and significant annual progress toward meeting its enrollment targets for SWDs and EDs. Since the beginning of this charter term, the school has been consistently below the district of location, with a 2020-2021 -9 percentage-point differential below for SWDs, and a -2 percentage-point differential below for ELLs. The 2020-2021 -28 percentage-point differential for EDs with the district of location was due to a reporting error that the school has repeated over time. The CSO discussed this situation with the school this spring of 2022 and it is addressing the issue to ensure that its future data reports are accurate. The school

was at 92% of its contracted enrollment for 2020-2021, the latest NYSED data available. The school's retention rates for all students and the SWD, ELL, and ED subgroups are above the district of location. In 2020-2021, all are at or above 92%; and the school experienced an increase of +27 percentage points in its SWD retention rate.

- **Indicator b:** School leaders reported that their recruitment strategies include:
 - forming partnerships with local Head Starts, targeting marketing toward local libraries, pre-kindergartens, youth leagues, and the Red Cross to support increasing their SWD and ELL populations; and
 - the school submitted an enrollment trajectory plan which describes its use of media outlets, local newspapers, the school website and social media platforms to share information on the student experience in both English and Spanish.
- **Indicator c:** The school leaders and the board reported that they engage in an annual review of their recruitment and outreach strategies as well as monthly reporting from the school principal at board meetings. Additionally, the school and board both reported that they have engaged marketing consultants as well as a board consultant to support their evaluation and implementation of recruitment, enrollment, and strategic planning.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>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 management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has declined from a Meets on the mid-term site visit report to an Approaches on this renewal site visit report. The school has a mixed record of compliance with applicable state and federal laws and the provisions of its charter. There are issues with the school's policies not containing required information, incomplete and untimely submission of required documents including its most recent Annual Report and renewal application.

- Element: **Legal Compliance:**
 - **Indicator a:** The school has compiled a record of mixed compliance with applicable state and federal requirements and the provisions of its charter
 - During its focus group, the board indicated that it consults with legal counsel to review school documents and policies to support adherence to state and federal regulations.
 - The school leaders reported that they are in consistent compliance with the Open Meetings Law.
 - The school's complaint and enrollment policies do not contain information required by its charter, NYSED policy and/or the law.
 - The school did not submit a 2020-2021 Annual Report in a complete or timely manner, as required by Education Law §2857; it also included data reporting errors.
 - The school did not submit a complete 2021 renewal application, specifically with regard to its BoT table and addressing all benchmark prompts.
 - Based on an August 2020 CSO review of the school's staff roster the school was not in compliance with its fingerprint clearance requirements given that six staff start dates occurred before their clearance dates; however, the latest incidence was in the spring of 2019 and all employees hired since that date have been properly cleared before employment began. The CSO will continue to work with school staff and the BoT to ensure

that all hires have appropriate fingerprint clearance, and the school roster will provide an accurate and comprehensive picture of all staff.

- **Indicator b:** The school will work with the CSO to update the language of its complaint policy, enrollment and admissions policy focusing on priority populations; and will be required to submit the necessary revisions. The school will continue to conduct an analysis of its data tracking and reporting systems to ensure that sufficient resources are being directed to this effort.
- **Indicator c:** RCS made material changes without CSO approval to its organization chart, KDE, and mission statement. These revision requests were incorporated into the renewal application in order to achieve appropriate approval. The school will ensure compliance going forward.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

RIVERHEAD CHARTER SCHOOL

BEDS Code

580602860032

2020-2021 Enrollment

690

ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	RIVERHEAD CENTRAL SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	6%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	3685 MIDDLE COUNTRY RD CALVERTON NY 11933
Website:	www.riverheadcharterschool.org
RIC:	SUFFOLK/EASTERN SUFFOLK
Regents Region:	LONG ISLAND REGION
Regent:	ROGER TILLES
Active Date:	7/1/2001
Authorizer:	NYS BOR
CEO:	RAYMOND ANKRUM
CEO Phone:	(631) 369-5800
CEO Email:	rankrum@rcsli.org
BOT President:	AMY LOMONACO
BOT President Phone:	(516) 971-5015
BOT President Email:	alomonaco@rcsli.org
Institution ID:	800000036919

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	691	78	11%
Student Survey (Grades 9-12)	22	17	77%
Teacher Survey	-	43	-

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

RIVERHEAD CHARTER SCHOOL

2018-2019

RIVERHEAD CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle School	+/- 7.5	PS 229 DYKER	0	-9	+7	.
		SOUTHAMPTON ELEMENTARY SCHOOL	+38	+31	+22	.
		Mean	+19	+11	+15	.
	+/- 10	PS 84 JOSE DE DIEGO	+26	+23	+38	.
		PS/IS 104 FORT HAMILTON SCHOOL (THE)	+4	0	+20	.
		Mean	+15	+12	+29	.
Mean			+17	+11	+22	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

RIVERHEAD 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%

Riverhead CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	46%	33%	35%	42%	43%	18%	48%	42%
2016-2017	45%	17%	22%	38%	39%	29%	24%	34%
2017-2018	49%	50%	36%	46%	58%	42%	40%	54%
2018-2019	67%	63%	32%	63%	68%	50%	37%	67%

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

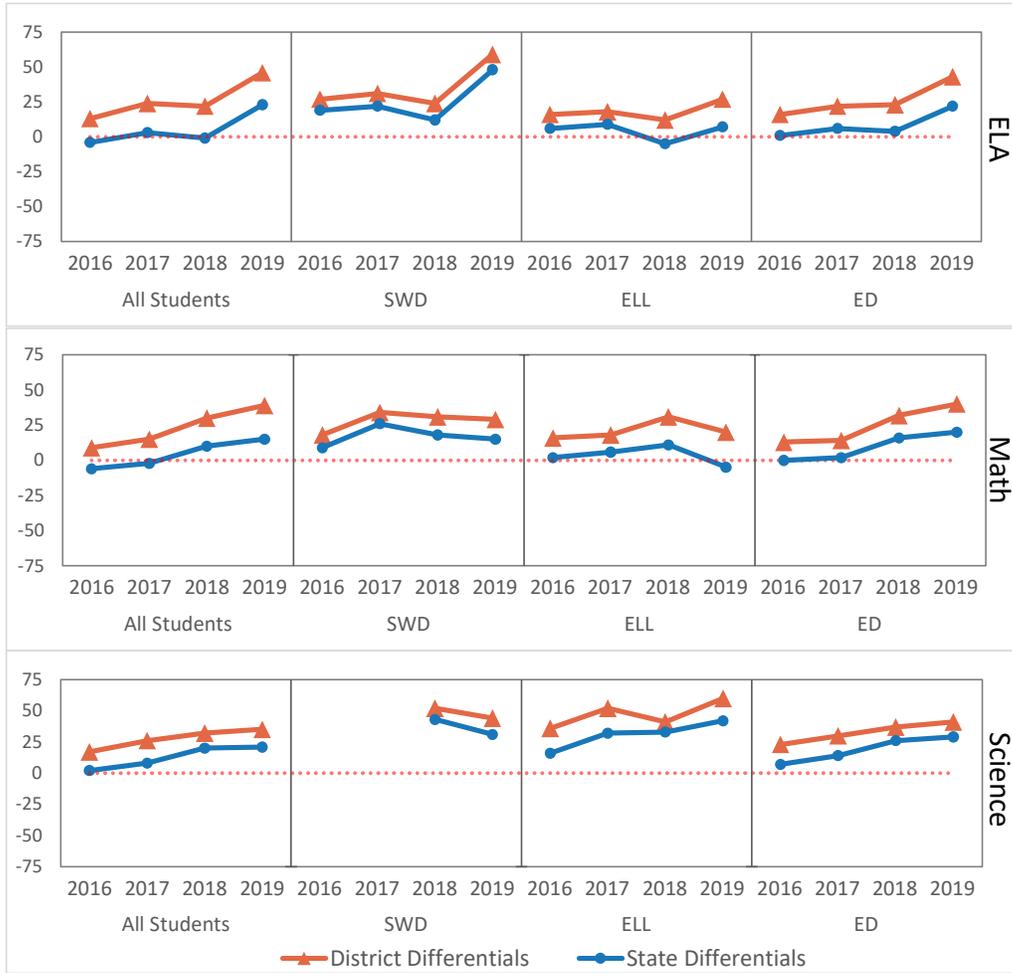
2022 NYSED Charter School Information Dashboard

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 State and District Differentials Over Time

Comparison of Riverhead Charter School and Riverhead Central School District



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

2022 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					Science				
		Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	34%	21%	+13	38%	-4	33%	24%	+9	39%	-6	79%	62%	+17	77%	+2
	2016-2017	43%	19%	+24	40%	+3	38%	23%	+15	40%	-2	83%	57%	+26	75%	+8
	2017-2018	44%	22%	+22	45%	-1	55%	25%	+30	45%	+10	97%	65%	+32	77%	+20
	2018-2019	68%	22%	+46	45%	+23	62%	23%	+39	47%	+15	96%	61%	+35	75%	+21
SWD	2015-2016	28%	1%	+27	9%	+19	21%	3%	+18	12%	+9	-	-	-	-	-
	2016-2017	33%	2%	+31	11%	+22	40%	6%	+34	14%	+26	-	-	-	-	-
	2017-2018	28%	4%	+24	16%	+12	35%	4%	+31	17%	+18	100%	48%	+52	57%	+43
	2018-2019	64%	5%	+59	16%	+48	33%	4%	+29	18%	+15	83%	39%	+44	52%	+31
ELL	2015-2016	19%	3%	+16	13%	+6	22%	6%	+16	20%	+2	69%	33%	+36	53%	+16
	2016-2017	21%	3%	+18	12%	+9	25%	7%	+18	19%	+6	80%	28%	+52	48%	+32
	2017-2018	20%	8%	+12	25%	-5	40%	9%	+31	29%	+11	92%	51%	+41	59%	+33
	2018-2019	32%	5%	+27	25%	+7	26%	6%	+20	31%	-5	100%	40%	+60	58%	+42
ED	2015-2016	28%	12%	+16	27%	+1	28%	15%	+13	28%	0	77%	54%	+23	70%	+7
	2016-2017	35%	13%	+22	29%	+6	31%	17%	+14	29%	+2	82%	52%	+30	68%	+14
	2017-2018	39%	16%	+23	35%	+4	50%	18%	+32	34%	+16	96%	59%	+37	70%	+26
	2018-2019	58%	15%	+43	36%	+22	56%	16%	+40	36%	+20	96%	55%	+41	67%	+29

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

2022 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					Math					Science				
		Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	45%	25%	+20	42%	+3	39%	27%	+12	44%	-5	-	-	-	-	-
	2016-2017	64%	23%	+41	43%	+21	68%	27%	+41	48%	+20	-	-	-	-	-
	2017-2018	73%	26%	+47	51%	+22	89%	28%	+61	54%	+35	-	-	-	-	-
	2018-2019	84%	33%	+51	52%	+32	73%	26%	+47	55%	+18	-	-	-	-	-
Grade 4	2015-2016	26%	24%	+2	41%	-15	33%	31%	+2	45%	-12	86%	76%	+10	89%	-3
	2016-2017	39%	23%	+16	41%	-2	41%	25%	+16	43%	-2	92%	67%	+25	86%	+6
	2017-2018	43%	35%	+8	47%	-4	52%	28%	+24	48%	+4	95%	79%	+16	88%	+7
	2018-2019	64%	29%	+35	48%	+16	67%	23%	+44	50%	+17	98%	71%	+27	86%	+12
Grade 5	2015-2016	21%	10%	+11	33%	-12	39%	22%	+17	40%	-1	-	-	-	-	-
	2016-2017	22%	16%	+6	35%	-13	36%	25%	+11	43%	-7	-	-	-	-	-
	2017-2018	19%	15%	+4	37%	-18	33%	24%	+9	44%	-11	-	-	-	-	-
	2018-2019	35%	15%	+20	38%	-3	45%	21%	+24	46%	-1	-	-	-	-	-
Grade 6	2015-2016	29%	16%	+13	34%	-5	25%	25%	0	40%	-15	-	-	-	-	-
	2016-2017	23%	13%	+10	32%	-9	30%	21%	+9	40%	-10	-	-	-	-	-
	2017-2018	39%	28%	+11	49%	-10	45%	34%	+11	44%	+1	-	-	-	-	-
	2018-2019	71%	21%	+50	47%	+24	47%	28%	+19	47%	0	-	-	-	-	-
Grade 7	2015-2016	29%	23%	+6	35%	-6	15%	28%	-13	36%	-21	-	-	-	-	-
	2016-2017	38%	16%	+22	42%	-4	18%	22%	-4	38%	-20	-	-	-	-	-
	2017-2018	41%	13%	+28	40%	+1	53%	22%	+31	41%	+12	-	-	-	-	-
	2018-2019	59%	13%	+46	40%	+19	68%	27%	+41	43%	+25	-	-	-	-	-
Grade 8	2015-2016	75%	25%	+50	41%	+34	33%	6%	+27	24%	+9	63%	44%	+19	60%	+3
	2016-2017	69%	24%	+45	45%	+24	13%	1%	+12	22%	-9	63%	36%	+27	58%	+5
	2017-2018	31%	14%	+17	48%	-17	36%	0%	+36	30%	+6	100%	44%	+56	58%	+42
	2018-2019	87%	18%	+69	48%	+39	66%	0%	+66	33%	+33	93%	42%	+51	55%	+38

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

2022 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

		ELA					Math					Science				
		Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	40%	0%	+40	13%	+27	40%	4%	+36	18%	+22	-	-	-	-	-
Grade 4	2017-2018	60%	5%	+55	19%	+41	-	-	-	-	-	100%	64%	+36	74%	+26
Grade 7	2017-2018	0%	0%	0	12%	-12	-	-	-	-	-	-	-	-	-	-
Grade 8	2018-2019	-	-	-	-	-	20%	0%	+20	10%	+10	80%	32%	+48	29%	+51

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	10%	9%	+1	21%	-11	10%	12%	-2	28%	-18	-	-	-	-	-
	2016-2017	60%	6%	+54	19%	+41	50%	12%	+38	29%	+21	-	-	-	-	-
	2017-2018	46%	7%	+39	33%	+13	75%	14%	+61	40%	+35	-	-	-	-	-
	2018-2019	50%	9%	+41	33%	+17	43%	10%	+33	39%	+4	-	-	-	-	-
Grade 4	2015-2016	20%	0%	+20	17%	+3	27%	5%	+22	23%	+4	82%	47%	+35	71%	+11
	2016-2017	22%	3%	+19	15%	+7	13%	9%	+4	20%	-7	80%	35%	+45	64%	+16
	2017-2018	23%	15%	+8	30%	-7	42%	14%	+28	32%	+10	92%	67%	+25	75%	+17
	2018-2019	22%	8%	+14	33%	-11	18%	5%	+13	38%	-20	100%	53%	+47	73%	+27
Grade 5	2015-2016	20%	0%	+20	8%	+12	33%	2%	+31	18%	+15	-	-	-	-	-
	2016-2017	0%	3%	-3	9%	-9	14%	5%	+9	18%	-4	-	-	-	-	-
	2017-2018	0%	6%	-6	20%	-20	22%	10%	+12	28%	-6	-	-	-	-	-
	2018-2019	13%	2%	+11	20%	-7	11%	7%	+4	30%	-19	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	6%	-6	30%	3%	+27	15%	+15	-	-	-	-	-
	2017-2018	0%	9%	-9	24%	-24	13%	6%	+7	23%	-10	-	-	-	-	-
	2018-2019	33%	2%	+31	22%	+11	17%	7%	+10	26%	-9	-	-	-	-	-
Grade 8	2015-2016	-	-	-	-	-	-	-	-	-	-	40%	9%	+31	25%	+15

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

2022 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

		ELA					Math					Science				
		Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS	Riverhead CS	Riverhead CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	37%	18%	+19	31%	+6	31%	19%	+12	33%	-2	-	-	-	-	-
	2016-2017	56%	14%	+42	32%	+24	53%	20%	+33	37%	+16	-	-	-	-	-
	2017-2018	75%	20%	+55	40%	+35	88%	21%	+67	43%	+45	-	-	-	-	-
	2018-2019	79%	25%	+54	42%	+37	54%	19%	+35	44%	+10	-	-	-	-	-
Grade 4	2015-2016	24%	15%	+9	30%	-6	31%	19%	+12	33%	-2	84%	67%	+17	84%	0
	2016-2017	33%	20%	+13	31%	+2	37%	19%	+18	31%	+6	91%	61%	+30	80%	+11
	2017-2018	33%	27%	+6	37%	-4	50%	21%	+29	37%	+13	94%	75%	+19	84%	+10
	2018-2019	50%	19%	+31	38%	+12	63%	17%	+46	39%	+24	96%	68%	+28	80%	+16
Grade 5	2015-2016	15%	5%	+10	23%	-8	36%	14%	+22	28%	+8	-	-	-	-	-
	2016-2017	13%	10%	+3	25%	-12	26%	17%	+9	31%	-5	-	-	-	-	-
	2017-2018	14%	12%	+2	27%	-13	25%	19%	+6	32%	-7	-	-	-	-	-
	2018-2019	26%	11%	+15	28%	-2	46%	16%	+30	36%	+10	-	-	-	-	-
Grade 6	2015-2016	22%	8%	+14	25%	-3	22%	19%	+3	28%	-6	-	-	-	-	-
	2016-2017	15%	10%	+5	23%	-8	29%	14%	+15	28%	+1	-	-	-	-	-
	2017-2018	33%	17%	+16	39%	-6	39%	23%	+16	32%	+7	-	-	-	-	-
	2018-2019	58%	13%	+45	37%	+21	42%	20%	+22	36%	+6	-	-	-	-	-
Grade 7	2015-2016	17%	11%	+6	25%	-8	12%	9%	+3	25%	-13	-	-	-	-	-
	2016-2017	38%	11%	+27	31%	+7	18%	17%	+1	26%	-8	-	-	-	-	-
	2017-2018	36%	8%	+28	31%	+5	46%	15%	+31	30%	+16	-	-	-	-	-
	2018-2019	53%	7%	+46	30%	+23	67%	17%	+50	32%	+35	-	-	-	-	-
Grade 8	2015-2016	69%	13%	+56	31%	+38	25%	3%	+22	19%	+6	58%	35%	+23	50%	+8
	2016-2017	62%	10%	+52	37%	+25	8%	2%	+6	18%	-10	62%	37%	+25	49%	+13
	2017-2018	30%	8%	+22	39%	-9	36%	0%	+36	25%	+11	100%	38%	+62	49%	+51
	2018-2019	81%	16%	+65	39%	+42	65%	0%	+65	28%	+37	95%	38%	+57	46%	+49

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

RIVERHEAD CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	13	100%	89%	+11	-	-	-	-	-	-	-	-	8	100%	80%	+20
	2019-2020	16	100%	100%	0	-	-	-	-	-	-	-	-	12	100%	100%	0
	2020-2021	20	75%	97%	-22	-	-	-	-	-	-	-	-	11	64%	94%	-30
Living Environment	2019-2020	27	100%	100%	0	-	-	-	-	5	100%	100%	0	21	100%	100%	0
	2020-2021	37	51%	99%	-48	-	-	-	-	10	30%	97%	-67	17	53%	98%	-45

*See NOTES (1), (2), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS	Charter Total Tested	Riverhead CS	NYS	Differential to NYS
Algebra I (Common Core)	2020-2021	9	33%	97%	-64	-	-	-	-	-	-	-	-	8	25%	97%	-72
Physical Setting/ Earth Science	2020-2021	22	45%	98%	-53	-	-	-	-	-	-	-	-	18	44%	98%	-54

*See NOTES (1), (2), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

RIVERHEAD CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

RIVERHEAD CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Riverhead CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	414	409	99%
2017-2018	500	491	98%
2018-2019	550	547	99%
2019-2020	600	592	99%
2020-2021	750	690	92%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Riverhead CS	Riverhead CSD	Differential to District	Riverhead CS	Riverhead CSD	Differential to District	Riverhead CS	Riverhead CSD	Differential to District
2016-2017	7%	16%	-9	25%	28%	-3	79%	52%	+27
2017-2018	9%	15%	-6	26%	32%	-6	76%	66%	+10
2018-2019	10%	17%	-7	26%	32%	-6	56%	64%	-8
2019-2020	8%	15%	-7	31%	37%	-6	42%	60%	-18
2020-2021	8%	17%	-9	38%	40%	-2	33%	61%	-28

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Riverhead CS	Riverhead CSD	Differential to District	Riverhead CS	Riverhead CSD	Differential to District	Riverhead CS	Riverhead CSD	Differential to District	Riverhead CS	Riverhead CSD	Differential to District
2016-2017	87%	93%	-6	87%	92%	-5	95%	95%	0	89%	92%	-3
2017-2018	84%	93%	-9	89%	92%	-3	92%	94%	-2	84%	92%	-8
2018-2019	89%	93%	-4	95%	95%	0	95%	94%	+1	89%	92%	-3
2019-2020	88%	93%	-5	75%	92%	-17	94%	91%	+3	90%	92%	-2
2020-2021	92%	85%	+7	94%	84%	+10	97%	86%	+11	92%	87%	+5

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

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

Not applicable to this charter school

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the 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.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (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).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (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).*



Charter School Fiscal Accountability Summary

RIVERHEAD CHARTER SCHOOL

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	K-8	K-8	K-8	K-8	K-9
Maximum Chartered Grades Served	K-10	K-10	K-10	K-10	K-10
Chartered Enrollment	414	500	550	600	750
Maximum Chartered Enrollment	850	850	850	850	850
Actual Enrollment	409	491	547	592	690

ASSETS

Current Assets

Cash and Cash Equivalents	9,115,455	8,974,966	8,645,138	10,968,981	13,400,225
Grants and Contracts Receivable	88,802	177,638	130,491	131,842	195,397
Prepaid Expenses	12,596	21,093	2,930	250	56,016
Other Current Assets	304,026	214,438	1,914,888	1,719,975	765,732
Total Current Assets	9,520,879	9,388,135	10,693,447	12,821,048	14,417,370

Non-Current Assets

Property, Building and Equipment, net	16,596,901	17,920,859	17,409,670	16,818,014	16,241,118
Restricted Cash	2,753,956	2,691,952	3,391,272	3,370,671	4,135,889
Security Deposits	-	-	-	-	239,900
Other Non-Current Assets	-	-	-	-	-
Total Non-Current Assets	19,350,857	20,612,811	20,800,942	20,188,685	20,616,907
Total Assets	28,871,736	30,000,946	31,494,389	33,009,733	35,034,277

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	19,618	125,919	71,071	55,554	146,921
Accrued Payroll and Payroll Taxes	737,312	872,813	1,049,216	1,188,351	1,175,872
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	888,829	891,213	893,180	875,845	862,572
Total Current Liabilities	1,645,759	1,889,945	2,013,467	2,119,750	2,185,365

Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	19,833,735	19,541,220	19,238,705	18,945,149	18,646,074
Total Long-Term Liabilities	19,833,735	19,541,220	19,238,705	18,945,149	18,646,074
Total Liabilities	21,479,494	21,431,165	21,252,172	21,064,899	20,831,439

NET ASSETS

Unrestricted	7,295,153	8,458,550	10,218,977	11,896,280	14,139,364
Restricted	97,089	111,231	23,240	48,554	63,474
Total Net Assets	7,392,242	8,569,781	10,242,217	11,944,834	14,202,838
Total Liabilities and Net Assets	28,871,736	30,000,946	31,494,389	33,009,733	35,034,277

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
 State and Local Per Pupil Revenue - SPED
 State and Local Per Pupil Facilities Revenue
 Federal Grants
 State and City Grants
 Other Operating Income

State and Local Per Pupil Revenue - Reg. Ed	6,561,553	8,036,929	9,389,628	10,422,819	11,532,517
State and Local Per Pupil Revenue - SPED	173,016	121,111	166,220	194,953	209,959
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	240,318	392,559	385,655	159,016	278,170
State and City Grants	-	-	-	-	-
Other Operating Income	270,049	332,120	526,830	370,066	262,378
Total Operating Revenue	7,244,936	8,882,719	10,468,333	11,146,854	12,283,024

EXPENSES

Program Services

Regular Education	5,288,982	6,499,169	7,956,938	8,514,416	8,836,560
Special Education	276,158	210,271	248,962	274,346	266,565
Other Expenses	-	267,492	-	-	-
Total Program Services	5,565,140	6,976,932	8,205,900	8,788,762	9,103,125

Supporting Services

Management and General	738,926	768,415	699,515	819,668	1,015,914
Fundraising	-	-	-	-	-
Total Support Services	738,926	768,415	699,515	819,668	1,015,914
Total Expenses	6,304,066	7,745,347	8,905,415	9,608,430	10,119,039
Surplus/Deficit from Operations	940,870	1,137,372	1,562,918	1,538,424	2,163,985

SUPPORT AND OTHER REVENUE

Interest and Other Income
 Contributions and Grants
 Fundraising Support
 Other Support and Revenue
 Total Support and Other Revenue
 Change in Net Assets
 Net Assets - Beginning of Year
 Net Assets - End of Year

Interest and Other Income	18,056	20,558	23,461	85,641	48,726
Contributions and Grants	-	-	-	-	-
Fundraising Support	24,239	19,609	35,137	72,327	3,123
Other Support and Revenue	133	-	50,920	6,225	42,170
Total Support and Other Revenue	42,428	40,167	109,518	164,193	94,019
Change in Net Assets	983,298	1,177,539	1,672,436	1,702,617	2,258,004
Net Assets - Beginning of Year	6,408,944	7,392,242	8,569,781	10,242,217	11,944,834
Net Assets - End of Year	7,392,242	8,569,781	10,242,217	11,944,834	14,202,838

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	17,714	18,091	19,138	18,829	17,801
Support and Other Revenue	104	82	200	277	136
Total Revenue	17,818	18,173	19,338	19,106	17,938

Expenses - Per Pupil

Program Services	13,607	14,210	15,002	14,846	13,193
Management and General, Fundraising	1,807	1,565	1,279	1,385	1,472
Total Expenses	15,413	15,775	16,280	16,230	14,665
% of Program Services	88.3%	90.1%	92.1%	91.5%	90.0%
% of Management and Other	11.7%	9.9%	7.9%	8.5%	10.0%
% of Revenue Exceeding Expenses	15.6%	15.2%	18.8%	17.7%	22.3%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
 Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
 Needs Monitoring: -1.0 - 0.9

Composite Score	2.41	2.49	2.58	2.67	2.77
	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
 Working Capital (Current) Ratio
BENCHMARK and FINDING:
 Ratio should be equal to or greater than 1.2

Net Working Capital	7,875,120	7,498,190	8,679,980	10,701,298	12,232,005
Working Capital (Current) Ratio	5.8	5.0	5.3	6.0	6.6
	Meets Standard				

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
 Ratio should be equal to or less than 1.0

Debt to Asset Ratio	0.7	0.7	0.7	0.6	0.6
	Meets Standard				

CASH POSITION

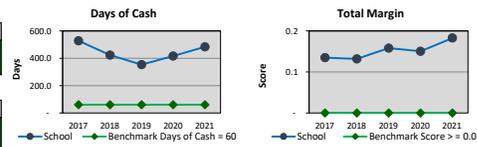
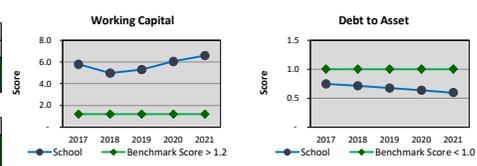
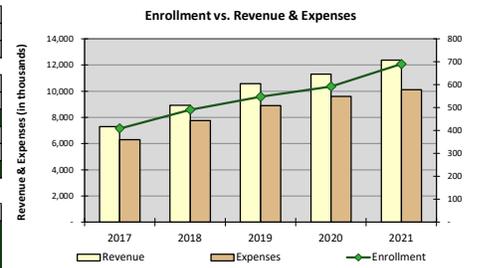
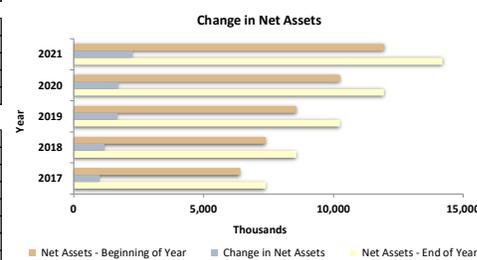
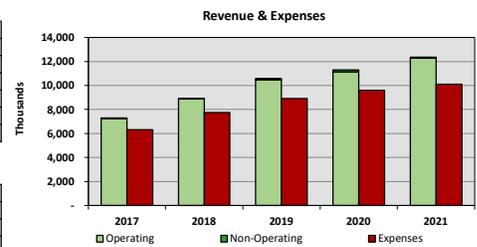
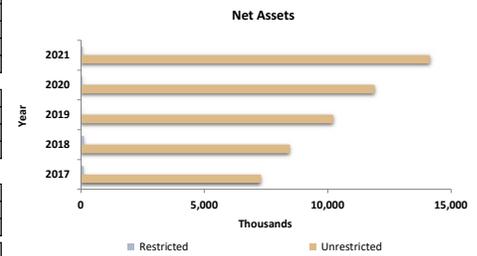
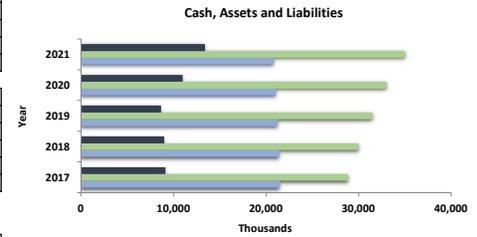
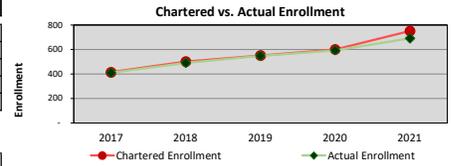
Days of Cash
BENCHMARK and FINDING:
 Ratio should be equal to or greater than 60 days

Days of Cash	527.8	422.9	354.3	416.7	483.4
	Meets Standard				

TOTAL MARGIN

Total Margin Ratio
BENCHMARK and FINDING:
 Ratio should be equal to or greater than 0.0

Total Margin Ratio	0.1	0.1	0.2	0.2	0.2
	Meets Standard				



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS