

# Application: The Lois & Richard Nicotra Early College Charter School

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Annual Reports

## Summary

**ID:** 0000000082

**Status:** Liaison Review

**Last submitted:** Dec 1 2020 10:51 AM (EST)

**Labels:** Board of Regents

## Entry 1 School Info and Cover Page

**Completed** Jul 14 2020

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

## **BASIC INFORMATION**

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**a. SCHOOL NAME**

(Select name from the drop down menu)

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL 353100861136

**a1. Popular School Name**

Nicotra Early College Charter

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

BOARD OF REGENTS

**c. DISTRICT / CSD OF LOCATION**

CSD #31 - STATEN ISLAND

**d. DATE OF INITIAL CHARTER**

11/2017

**e. DATE FIRST OPENED FOR INSTRUCTION**

7/2018

**f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

The Lois & Richard Nicotra Early College Charter School (Nicotra) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, that is both academically accelerated and more economically feasible than a traditional pathway to college graduation. Nicotra is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders of tomorrow. In fostering both the academic and emotional growth of all students, Nicotra serves as an innovative educational model.

**g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	Admission by lottery with a focus on reaching students historically underrepresented in higher education. Utilizing a lottery rather than a competitive selection process, Nicotra will make the benefits of an early college program available to many students who would be excluded by a competitive admission process.
KDE 2	Admission in 8th grade and an optional fifth high school year. By offering admission in 8th grade as well as an optional fifth year of high school, Nicotra will make it possible for

students who need additional time to overcome academic and other challenges to reap the benefits of early college opportunities, including the increased likelihood of college graduation. According to research conducted by the American Institutes for Research, a predictor for college readiness and success is success in course-taking pathways beginning in grade eight. Students that pass Algebra I in grade eight are prepared for high school academic success and is a predictor for future success in challenging courses.

KDE 3

Multiple summer sessions designed to accelerate progress towards high school graduation and college readiness. Intensive Summer Programs will support accelerated high school achievement. All students will participate in a Summer Writing Intensive Program, enabling them to fulfill the four-year English Language Arts graduation requirement in three years. All rising 4th year students will participate in a Summer Language Immersion Program that will fulfill the Language Other Than English requirement for the Regent's Diploma. All rising 5th Year students will participate in Summer Internship or another educational learning opportunity. In addition, more traditional summer school options will be available to students struggling to meet graduation or college readiness requirements.

KDE 4

A unique division of our program between an innovative high school setting and a four-year college campus setting. While most early college programs are located either in a traditional high school setting or on the campus of a community college, Nicotra students will spend three years in a high school setting with the opportunity to spend the next two years on the campus of St. John's University (SJU). The Nicotra program is divided into two components, College Preparation and Early College. During their first three years at Nicotra, students will prepare for college by taking Regents level courses that will satisfy New York State (SED) diploma requirements. During years four and five, qualifying students will have the opportunity to participate in the Early College component at SJU. Students will have the opportunity to earn up to 60 college credits over two years while earning a Regents' Diploma.

KDE 5

A career-focused curriculum that allows students to choose between two pathways: Law Enforcement and Criminal Justice or Business; within small class sizes capped at seventeen students. The educational benefits of small class sizes are supported by ample research, while integrated classrooms are both effective and popular. Students with disabilities in integrated classrooms show academic gains in

a number of areas: improved performance on standardized tests, mastery of IEP goals, improved grades, on-task behavior and motivation to learn. Furthermore, it is reported that 99% of parents and guardians who have a child with an Individualized Educational Program desire that their child is educated in a general education setting. All students benefit from this type of learning environment and these same values will be instilled in all who are both employed by Nicotra as staff and attend Nicotra as students.

KDE 6

A focus on student social-emotional learning through a Wellness Program and campus-based Early College Posse. Nicotra is designed to provide the supports which students need to achieve a high school Regents' diploma and earn college credits on an accelerated schedule. The key is the universal Wellness Curriculum described below. In addition, crisis intervention counseling is available to all students. During the College Preparation Phase, all students participate in twice weekly Wellness classes and receive academic and social-emotion support at Nicotra's unique "posse headquarters" for at least one period daily. The posse headquarters will be staffed by a Nicotra dually certified teacher and a counselor who will support each student to successfully address the demands of college both academically and socially.

KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

**Need additional space for variables**

No

**h. SCHOOL WEB ADDRESS (URL)**

[www.nicotraearlycollegecharter.org](http://www.nicotraearlycollegecharter.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

132

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

126

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served	8, 9, 10
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**I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

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**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

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**School Site 1 (Primary)**

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**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	300 Genesee Ave. Staten Island, NY 10312	(929) 419-9001	NYC CSD 31	8-11	8-11

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Zaza			<a href="mailto:jzaza@nicotracharter.org">jzaza@nicotracharter.org</a>
Operational Leader	Dana Volini			<a href="mailto:dvolini@integrationcharterschools.org">dvolini@integrationcharterschools.org</a>
Compliance Contact	Dana Volini			<a href="mailto:dvolini@integrationcharterschools.org">dvolini@integrationcharterschools.org</a>
Complaint Contact	Mary Cottingham			<a href="mailto:mcottingham@integrationcharterschools.org">mcottingham@integrationcharterschools.org</a>
DASA Coordinator	Alvin Hilary			<a href="mailto:ahillary@nicotracharter.org">ahillary@nicotracharter.org</a>
Phone Contact for After Hours Emergencies	Joseph Zaza			<a href="mailto:jzaza@nicotracharter.org">jzaza@nicotracharter.org</a>

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.**

**Site 1 Certificate of Occupancy (COO)**

[Temp Certificate of Occupancy CC1 CofO.pdf](#)

**Filename:** Temp Certificate of Occupancy CC1 CofO.pdf **Size:** 31.3 kB

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**Site 1 Fire Inspection Report**

[fire inspection Jan 2020 cc1.pdf](#)

**Filename:** fire inspection Jan 2020 cc1.pdf **Size:** 207.3 kB

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

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## n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	Change enrollment pattern but still ending with same max enrollment	01/23/2020	
2	Change in student/family handbook	update handbook	02/26/2020	03/23/2020
3	Other	Updated Conflict of Interest Policy	08/22/2019	10/19/2019
4	Change in Bylaws	Updated 6th Amended Bylaws to change from co-chairs to chair and vice chair	08/22/2019	10/16/2019
5	Change in complaint policy	Change to include Director of HR in policy	08/22/2019	10/16/2019

### More revisions to add?

No

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

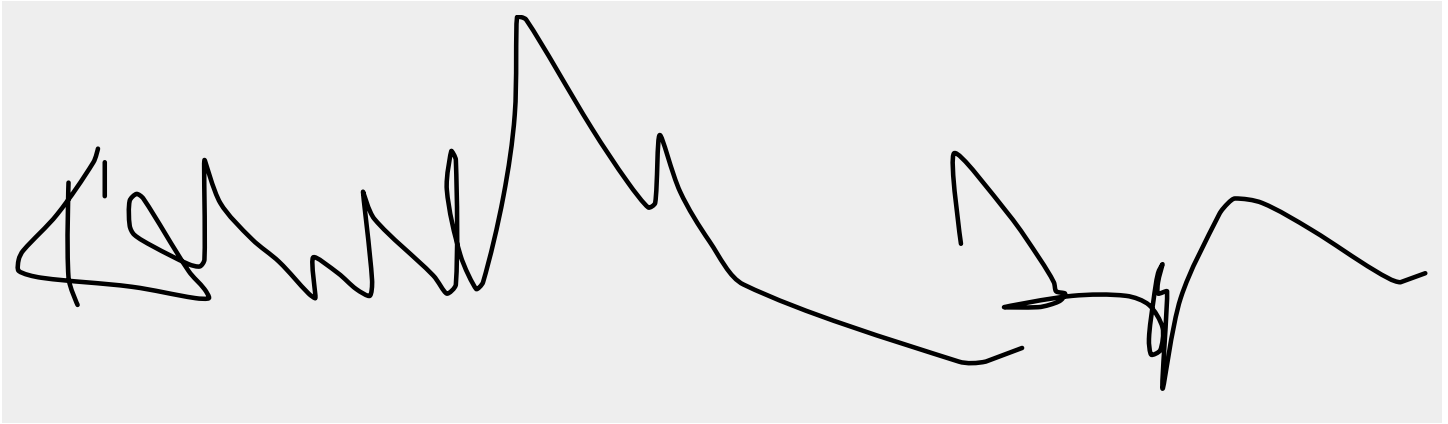
Name	Yelena Osores
Position	Director of Program Evaluation
Phone/Extension	347-855-2238
Email	<a href="mailto:yosores@integrationcharterschools.org">yosores@integrationcharterschools.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**


**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



**Date**

Jul 14 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** Jul 14 2020 Hidden from applicant

[Instructions](#)

**SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

## Entry 2 NYS School Report Card Link

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL 353100861136

### NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

[https://data.nysed.gov/essa.php?instid=800000089927&year=2019&createreport=1&OverallStatus=1&section\\_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSindicators=1&HSelp=1&HSchronic=1&38ELA=1&38MATH=1&48SCI=1&regents=1&nyeslat=1&naep=1&staffqual=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000089927&year=2019&createreport=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSindicators=1&HSelp=1&HSchronic=1&38ELA=1&38MATH=1&48SCI=1&regents=1&nyeslat=1&naep=1&staffqual=1&feddata=1)

## Entry 3 Progress Toward Goals

Completed Sep 15 2020

### Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

## Entry 3 Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".**

#### 2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Achieve a 3:2 ratio of general education to special education students within five years.	ATS	Unable to Assess	
	90% of students entering 9th grade			



Academic Goal 2	will graduate with a Regents Diploma within 5 years.	ATS	Unable to Assess	
Academic Goal 3	90% of graduating students will apply to college prior to graduation.	Staff Collected Data	Unable to Assess	
Academic Goal 4	75% of graduating students will have earned a minimum of 21 college credits.	Staff Collected Data	Unable to Assess	
Academic Goal 5	50% of graduating students will have earned a minimum of 45 college credits.	Staff Collected Data	Unable to Assess	
Academic Goal 6	90% of graduating students who do not enter college will be gainfully employed or enrolled in a training program within one year.	Staff Collected Data	Unable to Assess	
Academic Goal 7	75% of graduating students will demonstrate college readiness by meeting the CUNY standard, the SUNY standard or the SJU admission standard by graduating with a "B" average.	NYS Regents Exams, SAT Scores, Oncourse	Unable to Assess	
Academic Goal 8				

Academic Goal 9				
Academic Goal 10				

**2. Do have more academic goals to add?**

No

**3. Do have more academic goals to add?**

No

**4. ORGANIZATION GOALS**

**For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

**2019-2020 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				

Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

## 2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 1			
	Financial Goal 2			
	Financial Goal 3			
	Financial Goal 4			
	Financial Goal 5			

### 7. Do have more financial goals to add?

No

Thank you.

## Entry 3 Accountability Plan Progress Reports

**Incomplete** Hidden from applicant

### Instructions

#### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

## Entry 7 Disclosure of Financial Interest Form

**Completed** Jul 26 2020

### Instructions - Multiple Uploads Permitted

### **Required of ALL Charter Schools by August 3**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### **Board Financial Disclosures 19-20**

**Filename:** Board Financial Disclosures 19 20 huSr9zS.pdf **Size:** 1.7 MB

## **Entry 8 BOT Membership Table**

**Completed** Jul 31 2020

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## **Entry 8 BOT Table**

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

**LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL 353100861136**

**1. 2019-2020 Board Member Information (Enter info for each BOT member)**

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Sheldon Blackman [REDACTED]	Trustee/Member	None	Yes	2	11/1/2019	11/30/2022	9
2	Michael Caridi [REDACTED]	Trustee/Member	Fundraising	Yes	2	11/1/2018	11/30/2021	6
3	Joseph Carroll [REDACTED]	Secretary	Governance and Nominating, Finance, Executive	Yes	2	11/1/2019	11/30/2022	9
4	Bonnie Fritz [REDACTED]	Trustee/Member	Education	Yes	1	11/1/2017	11/30/2020	9
5	Denise Henick [REDACTED]	Trustee/Member	Fundraising	Yes	1	10/1/2018	11/30/2021	6
	Robin Lefkowitz		Governance					

6	[REDACTED]	Trustee/Member	ce and Nominating	Yes	2	11/1/2019	11/30/2022	5 or less
7	David Lehr [REDACTED]	Treasurer	Governance and Nominating, Finance, Executive	Yes	2	11/1/2019	11/30/2020	9
8	Deborah Miller [REDACTED]	Chair	Executive, Education, Governance and Nominating	Yes	1	11/1/2017	11/30/2020	8
9	Jill Patel [REDACTED]	Vice Chair	Executive, Fundraising, Finance	Yes	2	11/1/2019	11/30/2021	10

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Doris Schueler [REDACTED]	Trustee/Member	Education	Yes	2	11/1/2019	11/30/2022	6
11	John Strand [REDACTED]	Trustee/Member	Education	Yes	1	10/1/2019	11/30/2022	7
12	Dirk Tillotson [REDACTED]	Trustee/Member	Education, Executive	Yes	1	11/1/2017	11/30/2020	6
13	Eleni Tournaki [REDACTED]	Trustee/Member	Education	Yes	2	11/1/2019	11/30/2022	10
14								
15								



**1c. Are there more than 15 members of the Board of Trustees?**

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	13
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-25

**3. Number of Board meetings held during 2019-2020**

10

**4. Number of Board meetings scheduled for 2020-2021**

12

Thank you.

**Entry 9 Board Meeting Minutes**

Completed Jul 14 2020

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

**[Board Minutes - ALL 19-20](#)**

**Filename:** Board Minutes ALL 19 20 Outds8B.pdf **Size:** 4.0 MB

**Entry 10 Enrollment & Retention**

**Completed** Sep 29 2020

**[Instructions for submitting Enrollment and Retention Efforts](#)**

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

**Entry 10 Enrollment and Retention of Special Populations**

**[Instructions for Reporting Enrollment and Retention Strategies](#)**

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL 353100861136**

**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
		Enhancing all 19-20 efforts and :  Scheduled more frequent virtual

Economically Disadvantaged

Hosted our own open houses and community events as well as attended broader community events including NYCDOE fairs. This was done in person before Covid-19 and virtually since March. In addition, we made use of local advertisements in key locations to enhance our outreach.

We created an ICS/community liaison position to specifically reach out to and establish relationships with various Staten Island Communities with particular attention to underserved communities.

Joined two organizations that host monthly CBO meetings so that we stay connected with the community and made presentations about the school for each.

Produced promotional films and posted the content on social media and the website.

We re-defined the role of one of our Teaching Assistant's to include community outreach. This will assist us in attending more events and networking with

open houses tracking participation and including students in the presentations. These will be advertised in SI Parent Magazine as well as on our brochure and website.

We changed the format and content of our brochure to make it more visually appealing and plan to distribute these at more strategic times this year.

Enhanced the website to target interested parents as opposed to only expecting currently enrolled parents to be the audience..

Personally calling every family that applies or attends an open house.

We increased the community liaison's working hours.

Sending target emails through an SI Parent Magazine.

Increasing presence on social media with plans to create an enhanced recruitment video and more video content.

Having a presence in virtual community events such as the Fatherhood Fun Day hosted by the Fatherhood Matters and The Community Partnership and providing giveaways for the event.

Continued outreach and relationship building with religious and community based organizations as well as For-Profit

	<p>organizations, churches, district schools and families across the district.</p> <p>Used the Common App process in addition to our own application.</p>	<p>business located on Staten Island who we can partner with to attract students.</p> <p>Produced a short video to promote the school as well as a short video describing our distance learning program.</p> <p>We asked parent representatives from subgroups (ELL, SWD, GE, Eco Didadv) to produce 30 second video testimonials for our Social Media.</p> <p>Used the Common App process in addition to our own application.</p> <p>Appointed an Assistant Principal to supervise and implement a recruitment and retention plan</p>
<p>English Language Learners/Multilingual Learners</p>	<p>All of the above, and:</p> <p>Reached out to local religious institutions, community centers and businesses to inform the community of the school's mission and lottery/enrollment process. This was done with specific focus in communities throughout Staten Island that are predominantly composed of foreign language speakers. The brochure and lottery application is available in multiple languages and staff are available to translate in multiple languages. We also made use of local advertisements in key locations to enhance our outreach. Flyers (mailed, online, and distributed)</p>	<p>All of the above, enhancing all 19-20 efforts and : and:</p> <p>We intend to continue our outreach efforts and are looking for more opportunities to participate and even take on greater roles in community events, especially our Arabic program.</p> <p>We hope to host our own community fairs (virtually) to boost the profile of the school as well as support the community.</p> <p>Worked with bilingual teachers who were former ELLs to build relationships with their communities to attract additional students.</p> <p>We are building a stronger</p>

	<p>are translated in Arabic and Spanish. The Google Translate feature is embedded in our website.</p> <p>Created a partnership with a K-8 ELL school.</p>	<p>relationship with New World Prep, a charter school that targets ELLs and only serves students through grade 8.</p> <p>Through Community Health Action, we distributed our material at the mobile food pantry which travels around Staten Island 4 days per week.</p>
Students with Disabilities	<p>All of the above, and: We have developed excellent working relationships with our local district schools and continue to host our own open houses as well as attend community events to recruit.</p>	<p>All of the above, enhancing all 19-20 efforts and : and:</p> <p>Work with the Committee on Special Education and the NYCDOE enrollment office to locate students that may be a good match for our school.</p> <p>Work with school based support teams from district schools who can recommend students that may be a good fit for our program.</p> <p>More specifically share our abundance of supports for SWDs in our advertisements</p>

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
		<p>Enhancing all 19-20 efforts and :</p> <p>Increasing family communication and support in the virtual environment.</p> <p>Ensuring all students have technology.</p>

Economically Disadvantaged

The supportive and student-centered environment itself aids in retention. We provide support systems that include counselors, staff mentors, peer mentors, and attentive teachers to each student. We strive to keep a high level of communication with our families so that they understand their child's educational and social-emotional path. This is made possible by small class size capped at 18, Wellness class that allows teachers to know their students well, and weekly Behavioral Intervention Team meetings that bring staff together to discuss students and enable the school to follow up with home contact.

The school ethos of giving student voice and empowering young people to own their own learning helps create a positive, caring culture that students wish to stay a part of.

Social workers will provide family outreach and connection to assistance in relation to internet service, food, housing, etc.

The McKinney Vento liaison has presented to school leadership around additional ways to identify students who are displaced or homeless.

Staff has received and will continue to receive ongoing training in Trauma Informed Teaching.

Provide parent information about McKinney Vento supports via email and connecting them with the liaison.

Having a support page on our website.

Informing parents of supports available at PTA meeting.

We have partnered with St. John's University to implement a "College Knowledge" series of 6 free workshops for students and families. These workshops will cover; What to expect at St. John's, financial aid, the admissions process, self advocacy, time management, student life, and careerst. These workshops will include panes of college students and professors who will work with our students and families.

All of the above, enhancing all 19-20 efforts and : and:

<p>English Language Learners/Multilingual Learners</p>	<p>All of the above, and:</p> <p>We hired a teacher of ELL with TESOL certification and created a class to support students with language acquisition. This support helped increase students' academic as well as SEL leading to higher retention rates.</p> <p>Created a Spanish speaking family support group facilitated by bilingual social workers.</p> <p>School is staffed with a full time bilingual social worker to support students.</p>	<p>Enhance outreach and communication to families in their native languages.</p> <p>Bilingual social workers working with school leadership to increase the numbers of parents in the Spanish speaking support group.</p> <p>Appointed 2 bilingual Assistant Principals (one Spanish and one Arabic speaker) to assist with communication.</p> <p>Having persons on staff who can communicate with families and students in their native language including Arabic and Spanish.</p>
<p>Students with Disabilities</p>	<p>All of the above, and:</p> <p>By supporting students through differentiation, Specially Designed Instruction, and assigning 2 teachers as Special Education Coordinators, we were able to build a robust support structure for students that led to great outcomes. Increased confidence and increased outcomes lead naturally to increased happiness at school thereby increasing retention.</p>	<p>All of the above, enhancing all 19-20 efforts and : and:</p> <p>In addition to providing the full Innovative Charter Model with regards to staffing during remote and blended learning, we are also providing synchronous targeted small group instruction and individual tutoring as needed.</p> <p>Working with CSE and agencies to facilitate student services and supports while working remotely.</p> <p>Implemented the MAP test as a diagnostic tool to help enhance RTI at our school.</p>

## Entry 12 Percent of Uncertified Teachers

Completed Jul 20 2020

[Instructions](#)

**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

## **Entry 12 Uncertified Teachers**

**School Name:** LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

**353100861136**

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## **Instructions for Reporting Percent of Uncertified Teachers**

**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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**CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	.5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	3
<b>Total Category A: 5 or 30% whichever is less</b>	<b>3.5</b>

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	.5
<b>Total Category B: not to exceed 5</b>	<b>0.5</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	8

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	12



Thank you.

## Entry 13 Organization Chart

Completed Jul 14 2020

### [Instructions](#)

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

### [ICS Organization Chart May 2020](#)

**Filename:** ICS Organization Chart May 2020.pdf **Size:** 90.8 kB

## Entry 14 School Calendar

Completed Sep 29 2020

### [Instructions for submitting School Calendar](#)

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.**

### [Nicotra Calendar 20-21](#)

**Filename:** Nicotra Calendar 20 21.pdf **Size:** 418.6 kB

## [Nicotra Calendar with # days](#)

Filename: Nicotra Calendar with days.pdf Size: 422.3 kB

# Entry 15 Links to Critical Documents on School Website

Completed Jul 27 2020

## Instructions

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 15 Links to Critical Documents on School Website

School Name: **The Lois & Richard Nicotra Early College Charter School**

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**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	<a href="https://nicotracharter.org/wp-content/uploads/2020/07/lois-and-richard-nicotra-early-college-charter-school.pdf">https://nicotracharter.org/wp-content/uploads/2020/07/lois-and-richard-nicotra-early-college-charter-school.pdf</a>
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	<a href="http://integrationcharterschools.org/board-documents/">http://integrationcharterschools.org/board-documents/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="http://integrationcharterschools.org/board-documents/">http://integrationcharterschools.org/board-documents/</a>
3. Link to NYS School Report Card	<a href="https://nicotracharter.org/parent-resources/">https://nicotracharter.org/parent-resources/</a>
4. Most Recent Lottery Notice Announcing Lottery	<a href="https://nicotracharter.org/freshman-policy/">https://nicotracharter.org/freshman-policy/</a>
5. Authorizer-Approved DASA Policy	<a href="https://nicotracharter.org/student-handbook/">https://nicotracharter.org/student-handbook/</a>
6. District-wide Safety Plan	<a href="https://nicotracharter.org/wp-content/uploads/2020/07/Nicotra-Plan-SAVE-2019-2020-.docx.pdf">https://nicotracharter.org/wp-content/uploads/2020/07/Nicotra-Plan-SAVE-2019-2020-.docx.pdf</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://nicotracharter.org/student-handbook/">https://nicotracharter.org/student-handbook/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://nicotracharter.org/wp-content/uploads/2020/07/FOIL-Policy-20-21-2.pdf">https://nicotracharter.org/wp-content/uploads/2020/07/FOIL-Policy-20-21-2.pdf</a>
8. Subject matter list of FOIL records	<a href="https://nicotracharter.org/wp-content/uploads/2020/07/FOIL-ICS-Subject-Matter-List-20-21-2.pdf">https://nicotracharter.org/wp-content/uploads/2020/07/FOIL-ICS-Subject-Matter-List-20-21-2.pdf</a>
9. Link to School Reopening Plan	<a href="https://nicotracharter.org/covid-19-resources/">https://nicotracharter.org/covid-19-resources/</a>

Thank you.



## **Entry 16 COVID 19 Related Information**

**Completed** Jul 22 2020

## Instructions

### Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

## Entry 16 COVID 19 Related Information

**School Name:** The Lois & Richard Nicotra Early College Charter School

### **TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020**

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	127	80	117

### **Table 2: 2019-2020 Assessments and Grade Participation**

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
Name: Global History II Publisher: ICS	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✘	✘	1
Name: Algebra I CC Publisher: ICS	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	✘	✘	71
Name: Geometry CC Publisher: ICS	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✘	✘	55



Name: Living Environment Publisher: ICS	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	62
Name: Earth Science Publisher: ICS	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	64
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
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	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	

		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
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		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
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## Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Aug 3 2020

### [INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

### [Nicotra Staff List for 19-20](#)

Filename: Nicotra Staff List for 19 20.xlsx Size: 15.5 kB