New York State Education Department

Renewal Site Visit Report
2018-2019

South Bronx Classical Charter School

Visit Date: October 10-11, 2018
Date of Report: May 15, 2020

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CONTENTS

SCHOOL DESCRIPTION **2**

METHODOLOGY **5**

BENCHMARK ANALYSIS **6**

SUMMARY OF FINDINGS 8
BENCHMARK 1: STUDENT PERFORMANCE 9
BENCHMARK 2: TEACHING AND LEARNING 10
BENCHMARK 3: CULTURE, CLIMATE AND FAMILY ENGAGEMENT 13
BENCHMARK 4: FINANCIAL CONDITION 15
BENCHMARK 5: FINANCIAL MANAGEMENT 17
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE 18
BENCHMARK 7: ORGANIZATIONAL CAPACITY 20
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS 22
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION 23
BENCHMARK 10: LEGAL COMPLIANCE 24

ATTACHMENT 1: BM1 AND BM 9 DATA **26**

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY **30**

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	South Bronx Classical Charter School
Board Chair	Stephen Baldwin
District of location	NYC CSD 12
Opening Date	Fall 2006
Charter Terms	• First Renewal Term: December 9, 2005 - December 8, 2010 • Second Renewal Term: December 9, 2010 - June 30, 2015 • Third Renewal term: July 1, 2015 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 8/ 470 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8/ 470 students
Comprehensive Management Service Provider	Classical Charter Schools
Facilities	977 Fox Street, Bronx, NY 10459 - Public Space
Mission Statement	*Classical Charter Schools prepares K-8th grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.*
Key Design Elements	• Classical Framework: to provide key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, Subjects are taught directly and sequentially, as clearly elucidated in the Common Core. • Development of respectful, compassionate, productive citizens is a fundamental aim of education. • Rigorous and Organized Curriculum: a curriculum aligned to the Common Core and New York State Learning Standards, focused 27 on ensuring strong literacy skills in all students. • Effective Teaching: Effective teachers manage their classroom, know their content, develop skills sequentially over

[1] The information in this section was provided by the NYS Education Department Charter School Office.

	time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. • Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS creates positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. • Development of Respectful, Compassionate, and Productive Citizens: This is fully consistent with the ideals of classical education. All scholars have 45 minutes of weekly character education per week. Scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens. • Family Engagement: For young children to succeed academically, schools and parents must develop positive and communicative relationships.
Requested Revisions	**Increasing maximum approved enrollment from 470 students to 500 students beginning in the 2019-2020 school year**

Noteworthy: The South Bronx Classical Charter School (SVCCS) is designed to provide a classical education focusing on a core curriculum and college preparation, based on the development of strong literacy and numeracy skills, along with knowledge and understanding of elementary facts, with an emphasis on higher level thinking in the later grades. Additionally, in all grades, the school focuses on the development of core knowledge in the basic subjects of reading, writing, math, science, and history.

Renewal Outcomes

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

- **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 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Approved Enrollment	410	410	470	470

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Total Proposed Enrollment	500	500	500	500	500

METHODOLOGY

A two-day renewal site visit was conducted at South Bronx Classical Charter School on October 10-11, 2018. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted nineteen classroom observations in K - Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the director of instruction and four instructional coaches.

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

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**
- **Board materials (roster, minutes)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of major assessments**
- **Teacher and administrator evaluation processes**
- **Interventions offered at the school**
- **NYCDOE parent and teacher surveys**
- **Professional development plans and schedules**
- **Efforts towards achieving enrollment and retention targets**
- **School submitted Annual Reports**

BENCHMARK ANALYSIS

The 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 Performance Framework benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

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 October 10-11, 2018 at South Bronx Classical Charter School, see the following Performance Framework benchmark scores and discussion.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**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).	Meets
	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.	Meets
	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.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Meets
	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.	Meets
Faithfulness to Charter & Law	**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.	Meets
	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

South Bronx Classical Charter School is in its twelfth year of operation and serves 505 students in kindergarten through eighth grade. The school's mission is to: "*prepare K-8th grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards*." During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. Additional details regarding those ratings are provided below.

Areas of Strength: The school consistently outperforms the local district on state assessments. The school adheres to its key design elements, especially regarding highly structured classroom learning environments. The school has recently implemented an integrated data system that allows the school to better understand its students' academic and behavioral needs. The network provides significant and varied professional development to its teachers. The school has a robust system for supporting and monitoring instruction, including twice-weekly classroom observations of all teachers.

Areas in Need of Improvement: The school has experienced high teacher turnover in recent years. The enrollment of students with disabilities (SWDs) is significantly lower than that of the local district, New York City Community School District 12 (NYC CSD 12). Most of the curricula are not differentiated to meet the varied needs of students in general education classrooms.

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

South Bronx Classical Charter School provides:

- NYS English Language Arts and mathematics assessments to students in Grades 3 through 5.
- A documented curriculum that is aligned to the New York State Learning Standards (NYSLS) and is grounded in a classical education framework. SBCCS utilizes the curricula that has been developed and revised by Classical Charter Schools (CCS).
- A model which seeks to offer structure, academic rigor, and "college ready" curricula to ensure college and career readiness through academic and ethical knowledge and skill.
- A curriculum that follows a sequential and modular format, with flexible lesson plans.
- One hundred minutes of math daily, broken into three main blocks comprised of the main lesson, a re-teach section, and Number Stories.
- Three hours a day to ELA, including phonics, grammar, writing, reading aloud, guided reading, close reading, and textual analysis.
- A science curriculum created around the Next Generation Science Standards, and a social studies curriculum around the NYS K-12 Social Studies framework.
- Latin instruction in third grade and debate in fourth grade.
- A robust data collection system to help drive effective instructional decision-making.

South Bronx Classical Charter School provides the following for the SWDs and ELL/MLL students:

- At-Risk Intervention: Drawing upon the best practices of the Response to Intervention model, the At-Risk Program provides early intervention services and additional resources to scholars whose reading levels (based on the Fountas & Pinnell Running Record Assessment System) are one or more levels below grade level.
- Learning Specialist Intervention (Grades 1-8): All grades, with the exception of kindergarten (which has a lead teacher and Associate Teacher) have an additional teacher called the Learning Specialist.
- Classroom Teacher Intervention (K - Grade 8): All teachers utilize one 45-minute prep each day to provide ELA or math intervention to scholars. After reflecting on achievement data and student outcomes, utilizing small group instruction, teachers meet the needs of all learners by using differentiated strategies, resources, and curriculum.
- Literacy Intervention Teacher Intervention: Scholars who have difficulties in a reading level after at least one round of intervention, or those who are two or more levels below grade level, are instructed using the Fountas and Pinnell Leveled Literacy Intervention Program.
- Math Reteach and ELA Reteach: Built into the daily schedule, all grades have one period of math reteach and ELA reteach. Teachers identify which scholars need intervention, which standards and skills need re-teaching, and determine the approach necessary to teach the skill to ensure scholar mastery.

Summative Evidence for Benchmark 1:

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

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. 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. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	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. 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.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - Indicator a: The school utilizes curricula that are developed by the Classical Charter Schools network. As school leaders report in focus groups, the school invested considerable time modifying its curricula to align with New York State Learning Standards (NYSLS). Most

teachers responding to the NYSED CSO Survey agree that the curricula are aligned to these standards.

- Indicator b: In all of the general education classrooms observed, teaching was conducted according to scripted lessons developed by the school network. Some of these lesson plans provided students the opportunities to develop higher order thinking skills through activities such as student debates and analyzing a journalist's tone when writing about the merits of corporate social responsibility.
- Indicator c: School leaders and teachers reported in focus groups that teachers and instructional leaders review and revise the school's curricula annually, in part to ensure continued horizontal and vertical planning. In all observed classrooms, horizontal planning was evident; teachers of the same grade level utilized the same lesson plan at the same time.
- Indicator d: In all of the observed classrooms, groups of five students or less were guided by teachers who provided content and activities customized to the needs of students. However, in none of the larger general education classes teachers delivered differentiated curricula or activities. most students spend the majority of their day in such general education classes.

2. Element: ***Instruction***:
   - Indicator a: In the observed classrooms, teachers generally demonstrated a common understanding of high-quality instruction, evidenced by consistency with the lesson plans. All observed classrooms were safe and well-managed. In 15 of 19 visited classrooms, teachers maximized student learning time, largely through implementing lessons with a sense of urgency. However, during all observed whole-group instruction, teachers did not systematically check for understanding; teachers called, often multiple times, only on students whose hands were raised and did not, for example, use cold calling techniques.
   - Indicator b: In 15 of the 19 classrooms visited, most students appeared to be engaged in the classroom lesson.
3. Element: ***Assessment and Program Evaluation***:
   - Indicator a: According to school leader statements in focus groups, the school utilizes an array of assessments. The school issues a third-party spelling program (*Words Their Way*) for kindergarten through second grade three times per year, and all students take an ELA Running Record (*Fountas & Pinnell*) five to six times per year. The school issues interim assessments, developed by the school and network, in ELA and math three times annually in most grade levels.
   - Indicator b: The school utilizes assessment results to inform instruction. According to school leaders in focus groups and teacher survey responses, teachers regularly meet to discuss unit and test and interim assessment results and create reteach calendars and individual student plans based on data.
   - Indicator c: According to participants ins school leader and board member focus groups, the school recently implemented an integrated data system that allows the school to disaggregate data by scholar, classroom, teacher, grade, IEP status, ELLs/MLLs status, and gender. This new data system also enables the school to consider the holistic needs and performance of individual students per test scores, attendance, behavioral referrals and other factors. This has led to school-wide changes, such as instituting higher expectations for end of year student reading abilities and utilizing Number Stories, in which scholars work collaboratively to develop "math conjectures."
4. Element: ***Supports for Diverse Learners***:
   - Indicator a: The school provides some supports to meet students' academic needs. According to school leaders and observed by visitors, the school provides special education teacher

support services in ELA and math. In focus groups school leaders stated, and visitors observed, teachers provide daily small-group instruction in reading students to students performing below grade level. Teachers utilize one 45-minute prep each day to provide ELA or math intervention to scholars to meet the needs of students at-risk in math. However, the school does not provide programming specific to ELLs/MLLs; 72 of 105 ELLs/MLLs do not receive intervention services.

- Indicator b: The school has systems to monitor and discuss the progress of individual students. In its focus group, school leaders report that the new integrated data system enables school stakeholders to monitor student progress. Special populations teachers meet at least weekly with general education teachers to discuss individual students' assessment and behavioral data.

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

Element	*Indicators*
1. *Behavior Management and Safety*	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. *Family Engagement and Communication*	a. Teachers communicate with parents to discuss students' strengths and needs. b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making school-wide decisions. c. The school has a systematic process for responding to parent or community concerns. d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. School leaders collect and use data to track the socio-emotional needs of students. b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety***:
   - Indicator a: According to school leaders and in c observed classrooms, there is a school-wide approach to behavioral management, including the use of a school-wide "traffic light" system for the lower grades and a "paycheck" system in the upper grades. These systems are included in the school's written discipline policy.
   - Indicator b: The school appears to be a safe environment. The main entrance to the building has personnel operating metal detectors. According to school leaders in their focus group, the school takes extra precautions to make the building safe for students, including requiring adults to always accompany kindergarten and first grade students, even when students need to enter the hallway to travel to the restroom.
   - Indicator c: The school has systems to promote an environment free from harassment and discrimination. The school has a written Code of Conduct, which describes behavioral infractions and the consequences of those behaviors. Ninety-six percent of teachers surveyed report that the

school is generally free of bullying, discrimination and harassment. The school has zero tolerance for bullying and suspends any student that bullies another student.

- Indicator d: Classroom environments are conducive to learning. In none of the nineteen visited classrooms, student misbehaviors interrupted instruction. The school has several practices to ensure classrooms are conducive to learning, including weekly 45-minute character education classes for all students and employing multiple deans of students responsible for overseeing school discipline. Notably, the school has not expelled any students in recent years.

2. Element: ***Family Engagement and Communication***:
   - Indicator a: Teachers communicate with parents to discuss students' strengths and needs through twice annual parent-teacher conferences. In their focus groups, school leaders and teachers reported approximately 75% of families attend parent-teacher conferences during the originally scheduled times and at least another 15% of parents participate in-person or by phone at other times. The school regularly communicates with families, especially through *Jupiter*, an online communication and data warehouse system.
   - Indicator b: According to school leaders in the focus group, because the school receives such high marks in the NYCDoE survey there is not a need to use another strategy to gauge parent satisfaction.
   - Indicator c: The school has some procedures to respond to family concerns. The school has a family advisory council that meets weekly with the deans of students that addresses parental concerns. There is also a written complaint policy that identifies the process for a parent to submit a complaint and how the school should respond.
   - Indicator d: In focus groups, school leaders reported the school shares school-level academic data with the broader school community at community gatherings. These school-wide gatherings occur six times per year to celebrate students' character achievement and growth while also including academic updates, such as school-wide results on annual state tests.
3. Element: ***Social-Emotional Supports***:
   - Indicator a: The school's newly deployed, integrated data system facilitates the school to now more easily track student referrals and less significant misbehaviors. Utilizing that enhanced data, the school psychologist and deans meet monthly to discuss individual students that may need additional support and whether a behavioral plan should be developed for individual students.
   - Indicator b: Because the newly integrated data system is new to the school this year, the school is in the initial phases to use that integrated data to better assess the impact of its social-emotional learning supports and programs.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

Financial Condition

South Bronx Classical 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.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. South Bronx Classical Charter School's 2016-2017 composite score is 3.0.

South Bronx Classical Charter School's Composite Scores
2014-2015 to 2016-2017

Year	*Composite Score*
2014-2015	2.4
2015-2016	2.8
2016-2017	3.0

Source: NYSED Office of Audit Services

Near-Term Indicators

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, South Bronx Classical Charter School had a current ratio of 133.1.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, South Bronx Classical Charter School operated with 55 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. South Bronx Classical Charter School's enrollment maximization for 2016-2017 was at 119%.

Long-Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, South Bronx Classical Charter School's debt to asset ratio was 0.0.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, South Bronx Classical Charter School's total margin was 8%.

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

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.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed South Bronx Classical Charter School's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, the auditor identified an opportunity to strengthen internal controls. A significant number of credit card purchases did not have prior approval, and the auditor recommended that all credit card purchases be approved via e-mail rather than verbally so as to retain a record of prior authorization.

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

Element	*Indicators*
1. Board Oversight and Governance	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:

- Indicator a: In the focus group, members of the board expressed the opinion that the board has an appropriate mixture of individuals with expertise in K-12 education, business, finance, and law. The board has several original members, which allows the board to reflect on past experiences.
- Indicator b: The board engages in continuous improvement planning. In a focus group, board members reported that a current priority for the board is to build its racial and geographic diversity. Another ongoing priority for the board has been to develop, and execute on, a succession plan for the school's founder.
- Indicator c: From the conversation had with the board, it appears that the board provides sufficient oversight of the school. Board members reported in a focus group that the finance committee regularly meets to oversee the school's finances. Board members are well aware of the school's annual state test results and are eager to examine the relatively more robust information that the school's new data system will generate. Rather than proactively requesting information the board concludes is most vital, the board tends to rely on information, and context for that information, provided by the network's executive director.
- Indicator d: The board regularly reviews and updates its policies during its annual June meeting before submitting them to NYSED.
- Indicator e: The board unevenly utilizes performance-based evaluation processes. Board members reported in a focus group that at the before the beginning of every school year, the executive director sets a small number of measurable goals and the board determines whether those goals are met at the end of the academic year. The board conducts occasional off-site,

extended meetings in which the board discusses its own performance but there is no evaluation tool or process that the board uses to self-evaluate on an annual basis.

- Indicator f: The board demonstrates full awareness of its legal obligations to the school and stakeholders, including holding all meetings subject to the New York Open Meetings laws. In a focus group, board members stated the board would like to more proactively oversee its legal obligations by recruiting another attorney to join the board.

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

Element	*Indicators*
1. School Leadership	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. 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. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. 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. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership***:
   - Indicator a: Teachers described the leadership at the school as effective. The school has hands-on instructional leadership. Teachers reported in a focus group that the feedback, provided by instructional leaders based on weekly classroom observations, significantly helps teachers in improving their craft and skills.

- Indicator b: The school has established clear staff roles and responsibilities. Grade team leaders report to the executive director. Teachers report to their grade team leader. The director of curriculum and instruction and instructional coaches observe and provide feedback to grade team leaders and teachers.
- Indicator c: According to staff and board members in multiple focus groups, the school's deployment of *Jupiter* this year has greatly improved communication sharing with all stakeholders including families. Additionally, instructional leaders post all classroom observations online for sharing among instructional leaders and with teachers.
- Indicator d: The school has experienced high teacher turnover in recent years. There was 32% teacher turnover from the 2016-2017 to 2017-2018 school year. During the 2017-2018 academic year, four teachers left during the school year. Entering the 2018-2019 school year, teacher turnover was 44%. Recognizing this issue, the school has attempted to improve its teacher recruitment procedures while also building better camaraderie and morale among its staff.

2. Element: ***Professional Climate***:
   - Indicator a: The school has a fully staffed leadership team that reflects the organizational chart presented by the school. Though the school has no full-time director, the network's executive director oversees the school with assistance from the network's director of curriculum and instruction, director of special services and "specials" instructional coach. The network's director of business and director of talent, and their multi-person teams, support the school. Specific to the school are four full-time instructional coaches, three deans of students, and one full-time operations manager. Additionally, there are school-specific grade team leaders.
   - Indicator b: According to school leaders in focus groups, teachers participate in weekly grade-level meetings and twice per year meet with grade-level teams above and below their grade level to discuss matters such as curricula. Grade teams, joined by members of the special education team, meet every morning to discuss the objectives to be covered that day.
   - Indicator c: The network provides significant and varied professional development to its teachers as reported in the renewal application. The network provides three weeks of summer professional development. In order to increase teacher interest in professional development, the network now provides eight half-day and two full-day professional development sessions in which teachers can choose from a menu of 50-minute courses on an array of topics of interest to teachers.
   - Indicator d: The school is reporting a robust system for supporting and monitoring instruction. Every week an instructional coach and grade team leader conduct separate observations of every teacher and provide written feedback based on those observations. Additionally, twice per year the instructional coach and grade team leader complete a formal evaluation of each teacher along five domains and examining the teachers' formerly developed SMART Goals. The teacher discusses the results of each formal evaluation and, along with the two instructional leaders, develops between three and five SMART goals to focus on until the next formal evaluation cycle. Instructional coaches and the executive director conduct the same bi-annual evaluation process for grade team leaders.
   - Indicator e: From our interviews with teachers, it appears that the school has limited mechanisms to solicit teacher feedback. The school issues a school-wide survey to all staff twice-annually regarding topics such as professional development, special services support, behavior support, and school leadership efficacy. These two surveys are not anonymous thus teacher feedback may be limited.

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

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

Summative Evidence for Benchmark 8:

- Indicator a: In board member, school leader and teacher focus groups, all school stakeholders indicated a common understanding of the school's mission and key design elements.
- Indicator b: The school implements its key design elements as evidenced by the highly structured and organized classroom settings and curricula throughout the school. All students participate in a weekly character education class. The school utilizes multiple methods to promote family engagement.

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

Element	*Indicators*
1. Targets are met	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. Targets are not met	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.

According to NYSED data, in the 2017-2018 school year, 87% of students were retained in South Bronx Classical Charter School compared with 89% in the district of location.

Summative Evidence for Benchmark 9:

Element: ***Targets are Not Met*:**

- Indicator a: The school is fully enrolled. In fact, the school is over-enrolled and the board and school leadership have been notified accordingly; maximum authorized enrollment is 470 students and the school currently has 505 students. There are 2,285 students on the waiting list. The school will submit a revision to increase the maximum authorized enrollment from 470 to 500 students
- Indicator b: The school has now implemented extensive recruitment strategies for ELLs/MLLs but not for SWDs To recruit ELLs/MLLs, the school attends local community-based organizations and events, provides Spanish translations in various venues, offers paper applications in English and Spanish, and hired a third party to send the application to all families in particular zip codes.

  Efforts to recruit and retain students in the ELL/MLL population, in particular, include:
  - Starting a Summer Learning Academy for all new students to school, which allows the school to identify ELLs/MLLs earlier and immediately be placed in an appropriate program;

- Reporting that it tracks the students' NYS English as a Second Language Achievement Test (NYSESLAT) data after the ELLs/MLLs are first identified to provide follow-up and strengthening measures;
- Offering professional development to teachers, in small groups, on how to better support ELLs/MLLs within general education classrooms; and
- Other efforts to increase the enrollment of SWDs and ED students include working with NYSED to consider a lottery preference as well as other recruitment efforts.

As a result, the ELLs /MLLs was at 28% in 2017-2018, four percentage points above NYC CSD 12. However, since the school does not employ similarly extensive methods to recruit SWDs, SBCCS's 13% of SWDs in 2017-2018 is significantly lower than that of NYC CSD 12 which was at 25%.

- Indicator c: The school evaluated and adjusted its recruitment strategies for ELLs/MLLs but not for SWDs. The school examined the legal parameters around recruiting ELLs/MLLs, which informed the hiring of the third-party recruitment agency. The school has not similarly evaluated its steps to recruit SWDs and has not made any significant adjustments to its SWDs recruiting practices.

Benchmark 10: Legal Compliance

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

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. **Element:** ***Legal Compliance:***
   - Indicator a: South Bronx Classical Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.
   - Indicator b: No corrective action was needed during the charter term.

- Indicator c: In 2016, SBCCS sought and received Board of Regents approval to merge with South Bronx Classical Charter School II and South Bronx Classical Charter School III. Classical Charter Schools is the surviving education corporation.

Attachment 1: 2018-2019 Renewal Site Visit

South Bronx Classical Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

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.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, South Bronx Classical students did tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2015-16	2016-17	2017-18
ELA	All Students	82%	80%	88%
	SWD	78%	67%	79%
	ELL/MLL	100%	.	91%
	ED	80%	79%	87%
Mathematics	All Students	87%	78%	94%
	SWD	60%	56%	100%
	ELL/MLL	100%	.	95%
	ED	86%	78%	94%

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

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Tables 2a and 2b below.

Table 2a: Aggregate Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

	ELA					Math				
	South Bronx Classical CS	NYC CSD12	Variance to District	NYS	Variance to NYS	South Bronx Classical CS	NYC CSD12	Variance to District	NYS	Variance to NYS
2014-2015	68%	12%	+56	31%	+37	79%	15%	+64	40%	+39
2015-2016	81%	16%	+65	38%	+43	84%	15%	+69	39%	+45
2016-2017	81%	20%	+61	40%	+41	78%	14%	+64	40%	+38
2017-2018	85%	24%	+61	45%	+40	93%	18%	+75	45%	+48

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

Table 2b: Subgroup Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

Subject	School Year	*Students with Disabilities (Variance to the district of location)*	*MLL/ELL (Variance to the district of location)*	*Economically Disadvantaged (Variance to the district of location)*
ELA	2014-2015	30% (+27)	75% (+71)	69% (+57)
	2015-2016	81% (+77)	75% (+68)	79% (+63)
	2016-2017	63% (+57)	85% (+79)	81% (+62)
	2017-2018	67% (+58)	70% (+57)	85% (+62)
Mathematics	2014-2015	70% (+65)	81% (+72)	80% (+65)
	2015-2016	59% (+53)	83% (+75)	83% (+68)
	2016-2017	58% (+54)	85% (+77)	78% (+64)
	2017-2018	100% (+92)	97% (+84)	94% (+76)

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

2.b.iii. Aggregate Grade Level Proficiency: See Tables 3a and 3b below.

Table 3a: ELA Aggregate Grade Level Proficiency

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS
Grade 3	79%	18% / 42%	+61 / +37	87%	23% / 43%	+64 / +44	79%	28% / 51%	+51 / +28
Grade 4	90%	17% / 41%	+73 / +49	85%	19% / 41%	+66 / +44	94%	27% / 47%	+67 / +47
Grade 5	72%	14% / 34%	+58 / +38	65%	13% / 35%	+52 / +30	73%	16% / 37%	+57 / +36
Grade 6	88%	13% / 34%	+74 / +54	64%	14% / 32%	+50 / +32	90%	21% / 49%	+69 / +41
Grade 7	71%	17% / 36%	+54 / +35	95%	20% / 42%	+75 / +53	79%	19% / 40%	+60 / +39
Grade 8	86%	19% / 41%	+67 / +45	93%	29% / 46%	+64 / +47	97%	31% / 48%	+66 / +49

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

Table 3a: Math Aggregate Grade Level Proficiency

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS	South Bronx Classical CS	NYC CSD 12 / NYS	Variance to NYC CSD 12 / NYS
Grade 3	77%	15% / 44%	+62 / +33	80%	22% / 48%	+58 / +32	95%	27% / 54%	+68 / +41
Grade 4	100%	16% / 45%	+84 / +55	87%	14% / 43%	+73 / +44	94%	21% / 48%	+73 / +46
Grade 5	77%	15% / 40%	+62 / +37	76%	14% / 43%	+62 / +33	87%	15% / 44%	+72 / +43
Grade 6	95%	14% / 40%	+81 / +55	72%	12% / 40%	+60 / +32	97%	13% / 44%	+84 / +53
Grade 7	71%	16% / 36%	+55 / +35	84%	12% / 38%	+72 / +46	93%	13% / 41%	+80 / +52
Grade 8	76%	12% / 24%	+64 / +52	56%	10% / 22%	+46 / +34	94%	19% / 30%	+75 / +64

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

Indicator 3: High School Outcomes

(Not applicable for this charter school.)

Benchmark 9:

Table 4: Student Demographics

	2016-2017			2017-2018		
	South Bronx Classical Charter School	NYC CSD 12	Variance	South Bronx Classical Charter School	NYC CSD 12	Variance
Students with Disabilities	13%	25%	-12	13%	25%	-12
ELL/MLL	19%	21%	-2	28%	24%	+4
Economically Disadvantaged	89%	90%	-1	88%	94%	-6

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

According to NYSED data, in the 2017-2018 school year, 87% of students were retained in South Bronx Classical Charter School compared with 89% in the district of location.

**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 ELL/MLL 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).

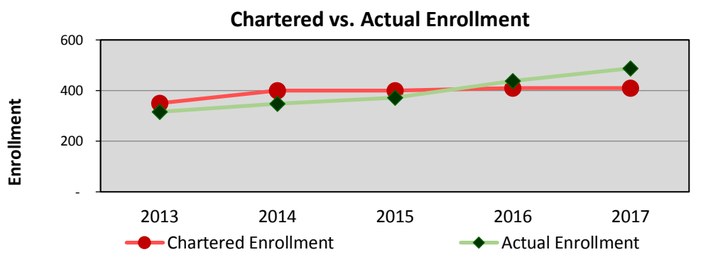
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

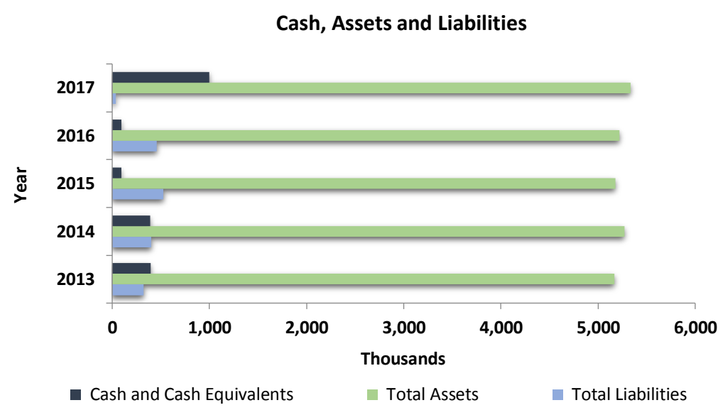
	2012-13	2013-14	2014-15	2015-16	2016-17
Grades Served	K-6	K-7	K-8	K-8	K-8
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	350	400	400	410	410
Maximum Chartered Enrollment	400	400	400	410	410
Actual Enrollment	316	348	373	438	488

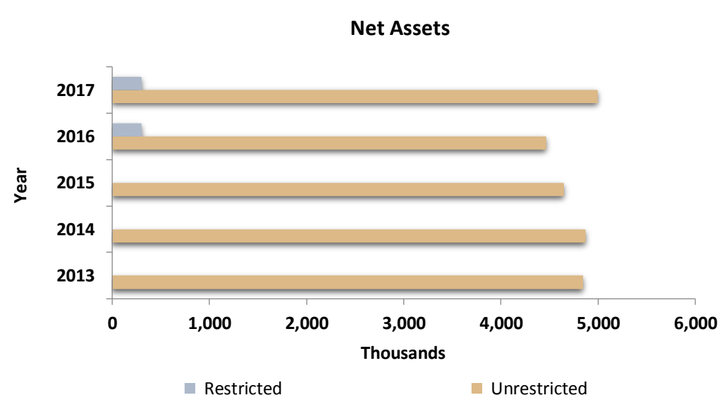


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

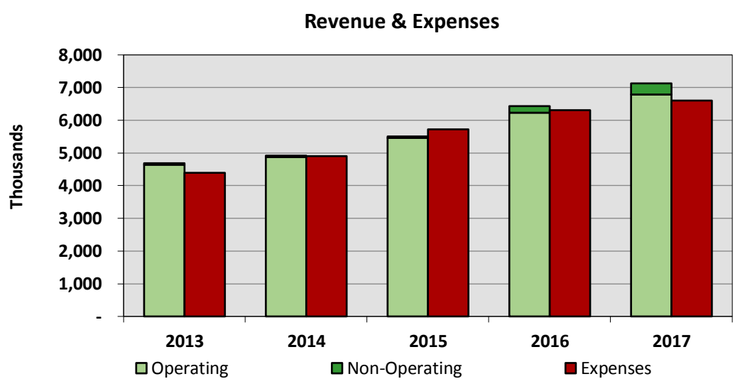
ASSETS					
Current Assets					
Cash and Cash Equivalents	393,794	391,957	94,597	91,790	997,822
Grants and Contracts Receivable	62,966	123,256	91,554	228,743	299,804
Prepaid Expenses	75,737	110,720	51,843	27,247	54,202
Other Current Assets	4,268,427	4,172,913	4,548,959	4,543,845	3,678,847
Total Current Assets	4,800,924	4,798,846	4,786,953	4,891,625	5,030,675
Non-Current Assets					
Property, Building and Equipment, net	298,534	400,923	318,287	256,670	232,162
Restricted Cash	71,470	71,647	71,824	72,932	73,139
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	370,004	472,570	390,111	329,602	305,301
Total Assets	5,170,928	5,271,416	5,177,064	5,221,227	5,335,976
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	137,174	138,690	178,270	83,903	105,409
Accrued Payroll and Payroll Taxes	186,431	238,709	344,035	373,696	501,519
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	23,039	4,846	-	(569,140)
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	323,605	400,438	527,151	457,599	37,788
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	323,605	400,438	527,151	457,599	37,788
NET ASSETS					
Unrestricted	4,847,323	4,870,978	4,649,913	4,463,628	4,998,188
Restricted	-	-	-	300,000	300,000
Total Net Assets	4,847,323	4,870,978	4,649,913	4,763,628	5,298,188
Total Liabilities and Net Assets	5,170,928	5,271,416	5,177,064	5,221,227	5,335,976

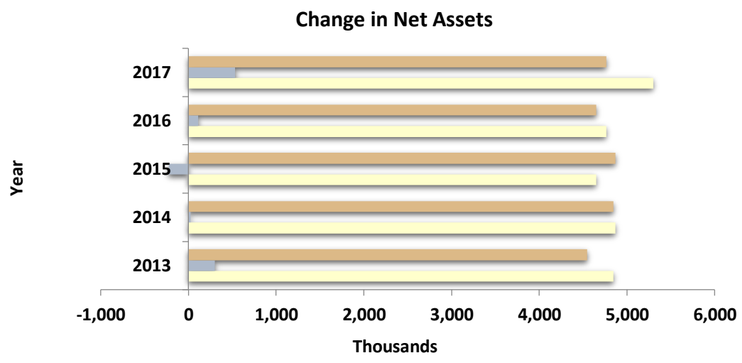


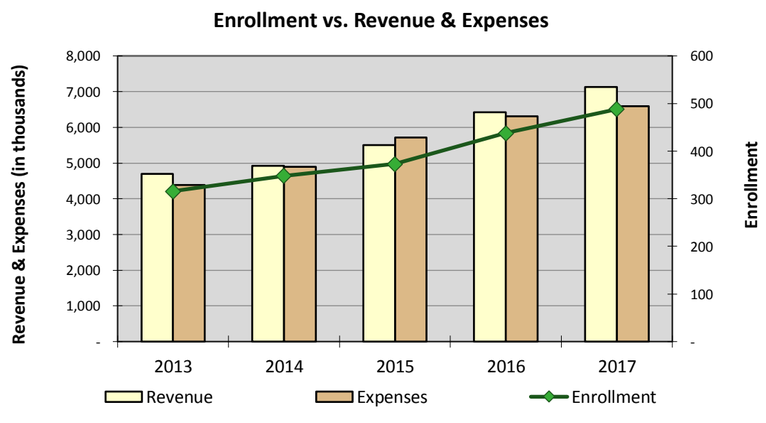
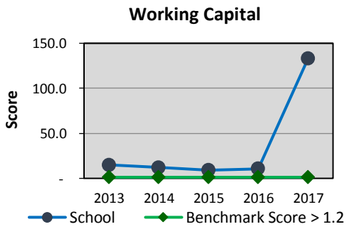
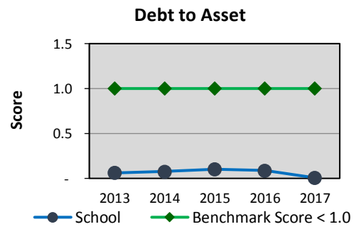
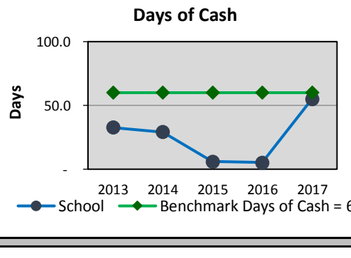
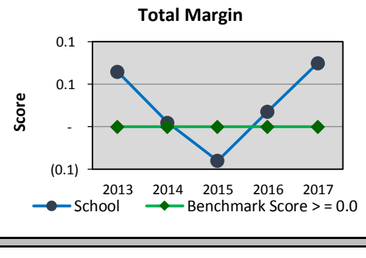


STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,341,222	4,610,170	5,201,704	5,912,330	6,170,575
State and Local Per Pupil Revenue - SPED	-	-	-	-	178,115
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	275,004	240,096	237,405	292,891	251,345
State and City Grants	24,400	22,938	27,163	31,038	192,215
Other Operating Income	-	-	-	-	-
Total Operating Revenue	4,640,626	4,873,204	5,466,272	6,236,259	6,792,250
EXPENSES					
Program Services					
Regular Education	3,046,860	3,526,446	3,906,451	4,331,953	5,005,086
Special Education	509,263	490,541	719,127	854,891	350,421
Other Expenses	-	-	-	-	-
Total Program Services	3,556,123	4,016,987	4,625,578	5,186,844	5,355,507
Supporting Services					
Management and General	830,715	883,307	1,095,163	1,126,842	1,241,918
Fundraising	-	-	-	-	-
Total Support Services	830,715	883,307	1,095,163	1,126,842	1,241,918
Total Expenses	4,386,838	4,900,294	5,720,741	6,313,686	6,597,425
Surplus/Deficit from Operations	253,788	(27,090)	(254,469)	(77,427)	194,825
SUPPORT AND OTHER REVENUE					
Interest and Other Income	1,489	1,350	2,505	52,585	2,795
Contributions and Grants	43,128	47,053	25,125	140,675	317,075
Fundraising Support	-	-	-	-	-
Other Support and Revenue	5,340	2,342	5,774	(2,118)	19,865
Total Support and Other Revenue	49,957	50,745	33,404	191,142	339,735
Change in Net Assets	303,745	23,655	(221,065)	113,715	534,560
Net Assets - Beginning of Year	4,543,578	4,847,323	4,870,978	4,649,913	4,763,628
Net Assets - End of Year	4,847,323	4,870,978	4,649,913	4,763,628	5,298,188





RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	14,686	14,003	14,655	14,238	13,919
Support and Other Revenue	158	146	90	436	696
Total Revenue	14,844	14,149	14,744	14,674	14,615
Expenses - Per Pupil					
Program Services	11,254	11,543	12,401	11,842	10,974
Mangement and General, Fundraising	2,629	2,538	2,936	2,573	2,545
Total Expenses	13,882	14,081	15,337	14,415	13,519
% of Program Services	81.1%	82.0%	80.9%	82.2%	81.2%
% of Management and Other	18.9%	18.0%	19.1%	17.8%	18.8%
% of Revenue Exceeding Expenses	6.9%	0.5%	-3.9%	1.8%	8.1%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	2.65	2.40	2.78	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	4,477,319	4,398,408	4,259,802	4,434,026	4,992,887
Working Capital (Current) Ratio	14.8	12.0	9.1	10.7	133.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.1	0.1	0.1	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	32.8	29.2	6.0	5.3	55.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	0.1	0.0	(0.0)	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard