



## New York State Education Department

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

#### **Great Oaks Charter School**

**Renewal Site Visit Dates: October 5 and October 7, 2021**

**Date of Report: May 25, 2022**

[Charter School Office](#)

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# Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>6</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>8</b>
SUMMARY OF FINDINGS.....	10
BENCHMARK 1: STUDENT PERFORMANCE.....	11
BENCHMARK 2: TEACHING AND LEARNING.....	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT .....	17
BENCHMARK 4: FINANCIAL CONDITION.....	21
BENCHMARK 5: FINANCIAL MANAGEMENT.....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	24
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	27
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	31
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	32
BENCHMARK 10: LEGAL COMPLIANCE .....	34

**ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

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

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Great Oaks Charter School
<b>Board Chair</b>	Susan Akselrad
<b>District of location</b>	NYC CSD 1
<b>Opening Date</b>	Fall 2013
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: August 26, 2013 - June 30, 2018</li> <li>• First Renewal: July 1, 2018 - June 30, 2022</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 6 - 12 / 573 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 6 - 12 / 450 students
<b>Comprehensive Management Service Provider</b>	Great Oaks Foundation
<b>Facilities</b>	38 Delancey Street, New York, NY 10002 – Private Space
<b>Mission Statement</b>	<i>Great Oaks Charter School will prepare our students to succeed in college by obtaining a four-year degree. We will accomplish this by combining high academic and behavioral expectations for our students with an extraordinary level of individual attention to each student’s needs through tutoring.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• High academic and behavioral expectations through rigorous academics and character building</li> <li>• Excellent classroom instruction which provides rigorous, college-preparatory instruction while connecting with each student as an individual</li> <li>• Fostering positive relationships among school staff, tutors, students and families</li> <li>• Individualized lessons via high-dosage tutoring through the Tutor Corps</li> <li>• Partnership with New York University’s Steinhardt School of Education to support a teaching career ladder and professional development</li> <li>• Small school size</li> <li>• More time on task, through a longer school day and year and additional supports</li> <li>• Data-driven instructional practices to inform teaching and learning</li> <li>• Focus on English language learners and other at-risk student populations to reach English proficiency and ultimately move on to college success</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> <li>• <b>To revise a Key Design Element to modify the length of the school day and school year while continuing</b></li> </ul>

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

	<p>to have a longer school day and school year than the district of location.</p> <ul style="list-style-type: none"> <li>• To revise the school’s approved enrollment pattern, to align it with its actual enrollment pattern, which reflects the delay in the enrollment of the high school grades. Due to concerns about facilities and the effects of the COVID-19 pandemic, the school delayed implementation of its high school grades.</li> </ul>
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**Noteworthy:** Great Oaks Charter School (GO-NYC) partners with AmeriCorps to develop a Fellows program, which is a cadre of tutors to support students. Students spend at least 100 minutes every day working either in a small group (four or less) or individually with a tutor. By providing a small learning environment, students are able to receive increased individual and adult face time than they would in a traditional school setting. The tutors also provide a teacher-training pipeline for the school. During the remote and hybrid learning periods, due to the COVID-19 pandemic, the Fellows program became essential to the school continuing a small learning environment and having frequent and consistent communication with students and their families, providing both academic and social-emotional supports.

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

**Renewal Outcomes**

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the

Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**  
 (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal for 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 Approved Grade-Levels and Enrollment<sup>2</sup>**

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>
<b>Grade Configuration</b>	Grades 6-9	Grades 6-10	Grades 6-11	Grades 6-12
<b>Total Approved Enrollment</b>	300	399	498	573

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<sup>2</sup> Due to concerns about facilities and the effects of the COVID-19 pandemic, the school delayed implementation of its high school grades. This led to the school’s request to revise its previously approved enrollment pattern.

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>3</sup>**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 6-10	Grades 6-11	Grades 6-12	Grades 6-12	Grades 6-12
<b>Total Proposed Enrollment</b>	360	410	450	450	450

## METHODOLOGY

### Purpose of the Renewal Report

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

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day remote renewal site visit was conducted at Great Oaks Charter School on October 5 and October 7, 2021. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, data team, Fellows program and special populations team, school culture team, teachers, parents, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted remote nine classroom observations in Grades 6 - 9. The observations were approximately 20 minutes in length and conducted jointly with the interim executive director, dean of humanities, director of Fellows, dean of STEM, chief operating officer, high school principal, and director

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<sup>3</sup> This proposed chart was submitted by Great Oaks Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

of high school design. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2019 and 2020 Notices of Deficiency; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted from October 5 and October 7, 2021 at GO-NYC, see the following Performance Framework benchmark ratings and narrative.



**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>4</sup>**

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

<sup>4</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## *Summary of Findings*

- GO-NYC is in year eight of operation and currently serves students in Grades 6 - 9. During its current charter term, the school is rated in the following manner: Meets for five benchmarks and Approaches for five benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**  
Great Oaks has made numerous staffing, curricular, and schedule changes over the past two years with a focus on improved student outcomes. These changes came about through the collection and analysis of student assessment data and staff observations. They have invested heavily in providing more targeted teacher coaching and staff development with the support of their partner, The Great Oaks Foundation,
- **Summary of Areas in Need of Improvement:** The school needs to continue focusing its efforts on include academic proficiency for all students in English language arts (ELA) and mathematics and increasing ELL enrollment. While the school eventually identified some improvements made to its fiscal management processes, it had a pattern of having significant issues for several years; and it should continue to evaluate the effectiveness of its fiscal management processes. The school must also address several legal compliance issues including the need to request a material revision approval for the enrollment pattern it seeks to implement.

### **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: Approaches**

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

#### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark has been positive, improved from a Falls Far Below to an Approaches partly because while the CSO still considers the differential to the district of location, the weight of that factor will no longer completely negate a school's actual performance. In 2018-2019 this school had overall growth and maintaining proficiency of 36 and 28 percent, in ELA and math, respectively.

During the charter term, GO-NYC has been designated as a school in Good Standing under New York State criteria as defined by the Elementary and Secondary Education Act.

***See Attachment 1 for data tables and additional academic information.***

**Benchmark 2: Teaching and Learning**

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

**Finding: Meets**

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

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

- MS:
  - GO-NYC currently serves Grades 6 through 8.
  - GO-NYC identifies its school as being a standards-based, inquiry-based learning model.

- GO-NYC reports that half of all instructional classes are taught with an integrated co-teaching (ICT) model.
- HS:
  - GO-NYC current serves Grade 9. GO-NYC will continue to grow one grade per year until its high school grade span is Grades 9 through 12.
  - GO-NYC identifies its school as being a standards-based, inquiry-based model.
  - GO-NYC reports that half of all instructional classes are taught with an integrated co-teaching (ICT) model.

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

- SWDs:
  - GO-NYC utilizes Co-Teaching (ICT) to support SWDs enrolled in the school in its main subject areas (ELA, math, science, social studies). The school also provides Special Education Teacher Support Services (SETSS), with push in and pull out supports, and one 12:1:1 class.
  - GO-NYC provides related services including in-house counseling, and speech therapy and occupational therapy (OT) through the New York City Department of Education (NYCDOE)
- ELLs:
  - GO-NYC provides small group instruction, along with push in and pull out supports as needed, for ELLs enrolled in the school.

**Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to an increase in teacher professional development, organizational and curriculum changes.

1. Element: ***Curriculum:***

- **Indicator a:** According to GO-NYC’s renewal application, the school adopted a new curriculum, across all core subjects in the 2020-2021 school year, that is aligned to the NYSLS. The chosen curriculum was developed by the Neighborhood Charter Schools charter network. The school reports that the ELA curriculum employs a balanced literacy approach to reading and writing, utilizing culturally relevant, multi-genre novels for reading comprehension and writing skills. During the school leadership focus group, the team discussed that although the school adopted new curriculum in ELA, social studies, and science, they continue to use *Illustrative Mathematics* for its math curriculum.
- **Indicator b:** In the renewal application, the school states that teachers use a daily lesson plan template that they complete on a weekly basis to develop their lessons. The renewal application further describes that the school has set an expectation that the teachers submit their lesson plans every Wednesday and then the deans of Instruction review and provide feedback to the teachers the next day. During the CSO remote site visit, GO-NYC provided the lesson plans for each classroom observed. Most of the provided lesson plans included teaching points and standards and noted differentiation and accommodations for the lesson, and some of them included higher order thinking questions and exit ticket prompts. In addition to lesson plans, teachers are expected to submit a Unit Study Template based on their review of unit plans created by the deans of humanities and STEM. The deans meet with teachers before the beginning of a new unit to review the templates and discuss goals, standards, and expected challenges.
- **Indicator c:** The school states in its renewal application that the new curriculum adopted by GO-NYC in the 2020-2021 school year offers vertical sequences across grade levels. The dean of STEM

and dean of humanities lead the department teams to ensure horizontal alignment and further develop the vertical alignment. During the school leadership focus group, the team discussed that as the school developed the new curricula in ELA, social studies, and science, it created a detailed scope and sequence for every grade to ensure alignment. On the 2021 CSO Teacher Survey (16 of 21 responding; 76 percent response rate), 69 percent of teachers somewhat or strongly agreed that the curriculum is aligned horizontally across the same grade level classrooms and 63 percent somewhat or strongly agreed that the curriculum is aligned vertically among grade levels.

- **Indicator d:** GO-NYC states in its renewal application that it implements education technology platforms, including iReady, Reading Plus, and Khan Academy, to identify levels of proficiency and then provide tailored online lessons to meet the students' specific needs. The school also reports that the school's new ELA curriculum includes leveled texts and close reading passages to address students' varied reading levels. In math, the school states it uses Cognitively Guided Instruction (CGI) approach to increase access for all students. According to responses on 2021 CSO Teacher Survey, GO-NYC uses small group instruction, scaffolding, multiple modalities, and translated materials to ensure teachers differentiate content. As evidenced in the submitted lesson plans that accompanies the CSO remote visit classroom observations, the school intends for teachers to use the lesson plans to facilitate differentiation and scaffolded instruction. During the CSO remote site visit, some observed classrooms had differentiation, which primarily entailed intentional small group instruction based on assessment data and informal observations. The Tutor Corp members provided scaffolded supports during whole group instruction as well as small group or individual supports as needed.
- **Indicator e:** GO-NYC outlines its curriculum review process in its renewal application, stating that the dean of STEM and dean of humanities lead the teachers in reviewing curriculum, along with revising unit plans throughout the year. On the 2021 CSO Teacher Survey, 63 percent of teachers somewhat or strongly agreed that the curriculum is systematically reviewed and revised.

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

- **Indicator a:** According to GO-NYC's renewal application, the school utilizes a couple of instructional strategies geared towards the needs of its students. The school primarily follows an ICT model with every grade having two core subject special education teachers, who will co-teach with the general education teachers for each core content area. The school self-reports that it implements inquiry-based learning to make classroom instruction student-led with teachers serving as facilitators. During the 2020-2021 school year, GO-NYC states in its renewal application that it chose to implement a mostly hybrid model of in-person and remote learning, in order to provide students with at least 50 percent of their learning time in-person with teachers. The school prioritized ELA and math for the in-person days, along with social studies, science, and specials. In addition, the school provided students with daily, live, small-group instruction in math and ELA, during a tutorial block facilitated by the school's AmeriCorps Fellows. On the 2021 CSO Teacher Survey, 63 percent of teachers who responded somewhat or strongly agreed that the school staff has a shared understanding of high-quality instruction that supports all learners.
- **Indicator b:** During the CSO remote site visit, the classes observed were fully in-person instruction. In the classrooms observed, most students appeared to be engaged in the lesson through verbal responses, participation in lesson activities, and class discussion. On the 2021 CSO Teacher Survey, 69 percent of teachers somewhat or strongly agreed that instructional delivery fosters engagement with all students.

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

- **Indicator a:** The school self-reports in its renewal application that GO-NYC administers formative, diagnostic, and summative assessments, including those developed by the school’s leaders that include bi-weekly quizzes in ELA, math, social studies, and science, and interim assessments three times a year. The interim assessments use previous NYS exams as the source for the questions and for both the bi-weekly quizzes and interim assessments, the school uses the MasteryConnect platform. The school also uses the NWEA MAP assessment to track students’ progress against nationally normed peers, iReady for diagnostic and formative assessments, and Reading Plus for a diagnostic assessment. During the CSO remote site visit, the data focus group spoke about ensuring the validity of the assessments, as they administer them to students both in-person and remote, through the use of GoGuardian and monitoring by the Fellows and teachers. During the high school leadership focus group, the team spoke about the assessments being developed and that they are aligned to Regents tests by using previous Regents questions, framing, and tasks. The focus group mentioned that the high school math department team is building out bi-weekly quizzes to administer similar to the middle school model. On the 2021 CSO Teacher Survey, 94 percent of teachers who responded reported that the school uses a system of formative, diagnostic, and summative assessments.
- **Indicator b:** School leadership reported in the renewal application that GO-NYC tracks and monitors academic and behavioral data through its GO-NYC Data Portal that is accessible to all instructional staff. The school employs a director of data and analytics, evidenced in both the school’s organization chart and through the data focus group in the CSO remote site visit, who created the data portal and maintains it throughout the year to support instructional decision-making. During the data focus group, the school leadership team mentioned that they have prioritized ensuring data is visible to everyone by creating data dashboards, regularly analyzing data towards key performance standards, instituting bi-weekly assessments in the middle school grades to collect data on each standard. The school stated in the renewal application that teachers utilize the data to plan instruction, re-teach any skills not yet mastered, and grouping for small group instruction. Data is reviewed weekly in grade team meetings to identify students who might need additional support and coordinate additional interventions. During the teacher focus group, they discussed that they meet regularly with their teams to review assessment data and the standards, identifying areas of strengths and difficulties to make decisions about re-teaching or extending. On the 2021 CSO Teacher Survey, 88 percent of teachers affirmed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes.
- **Indicator c:** In its renewal application, GO-NYC states that school leaders use student data to evaluate teaching and learning, made decisions on professional development planning, and evaluate the effectiveness of the curriculum. The board uses student performance data to make decisions about resource allocation. On the 2021 CSO Teacher Survey, 88 percent of teachers agreed or strongly agreed that the school uses qualitative and quantitative to evaluate the quality and effectiveness of the academic program. Although GO-NYC does not have state assessment data for the 2019-2020 and 2020-2021 school years, it has local assessment data for the 2020-2021 school year. GO-NYC had a high percentage of students tested through the local assessments, with 97 percent of all students tested in both ELA and math. Of the GO-NYC students tested, 62 percent scored proficient in ELA and 38 percent scored proficient in math. In addition, GO-NYC’s administered local assessments in the 2020-2021 school year included a beginning of year baseline, a middle of year progress check, and an end of year final. In ELA, of the students tested, student proficiency increased 45 percentage points from the baseline to the final. In math, of the students tested, student proficiency increased 23 percentage points from the baseline to the final. GO-NYC only had middle school grades in the 2020-2021 school year.

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

- **Indicator a:** According to the school's renewal application, GO-NYC supports SWDs primarily through an ICT model in the four main content areas, and SETSS in ELA and math provided by a special education teacher. During the Fellows program and special populations focus group, the staff discussed how the school used to have a 12:1:1 class, but that they found social-emotional issues and that the students wanted to be in class with their peers. With parental approval, the school placed the students in ICT classes, with additional supports by a special education paraprofessional. In addition, the renewal application states that the school provides related services to students, with counseling provided by an in-house staff and speech therapy and OT provided by the NYCDOE. During the Fellows program and special populations focus group, the staff reported that the middle school has ten full-time special education teachers, and the high school has four full-time special education teachers. According to the school's renewal application, GO-NYC supports ELLs through small group instruction, which includes push-in and pull-out support. During the Fellows program and special populations focus group, the staff discussed that due to the low numbers of ELL students, the current supports are being provided by multilingual teachers. The school ensures that the students who need language support receive translated materials and preferential scheduling. On the 2021 CSO Teacher Survey, 69 percent of the 16 teachers who responded reported that the school differentiates instruction to ensure equity and access for all students.
- **Indicator b:** GO-NYC's renewal application describes the Great Oaks Fellows Program, which entails AmeriCorps Fellows providing small group instruction to all students every day in ELA and math and supports the school's key design element of delivering a highly individualized academic program through daily tutoring. During the Fellows program and special populations focus group, the staff discussed that the classroom teachers and Fellows have weekly meetings to review lesson plans, with the teacher outlining the Fellows' role in the lesson and share observations. They mentioned that teachers put students in strategic groups and the Fellows will work with specific groups and build relationships with those students. During both the school leadership team and Fellows program and special populations focus groups, they noted that the collaboration between teachers and Fellows has improved over the course of the current charter term. The school leadership team focus group discussed that the coordination between the Fellow and teachers was instrumental in delivering engaging online, synchronous classes when the school moved to remote learning. On the 2021 CSO Teacher Survey, 82 percent of teachers agreed that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.



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

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

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>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.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community.                      b. Teachers communicate with parents to discuss students’ strengths and needs.                      c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.                      d. The school has a systematic process for responding to family or community concerns.                      e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students.                      b. School leaders collect and use data to track the socio-emotional needs of students.                      c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** According to GO-NYC’s renewal application, the school take a positive school culture approach to the school’s community, which they implement through restorative practices, such as circle process, impromptu and formative restorative conferences, and student support cycle. Documentation review shows the school’s current discipline policy incorporates restorative approaches detailing these practices. The discipline policy also includes the school’s behavioral referrals and consequences, short-term and long-term suspensions and expulsion processes, due process, and provision of services during removal. During the teacher focus group, they spoke about how the school’s current focus is getting consistent implementation of the practices across the classes and that they have been receiving professional development on the restorative justice practices. During the school culture focus group, the staff echoed that consistency of delivery is a current priority and highlighted that they have revamped classroom protocol and are training educators on the interventions and building their capacity in using restorative conversations. On the 2021 CSO Teacher Surveys, 76 percent of the teachers who responded somewhat or strongly agreed that the school’s discipline policy is enforced by all teachers and staff.
  - **Indicator b:** Since the CSO site visit was remotely held, the school-wide environment was not directly observed. However, most of the classrooms observed during the CSO remote site visit showed consistent approaches to behaviors and maintained safe spaces. During the student focus group, the students mentioned that typically there are teachers and deans present and in the halls during transitions, mostly maintaining a safe environment. On the 2021 CSO Teacher Survey, 75 percent of the teachers who responded somewhat or strongly agreed that the school provides a safe environment.
  - **Indicator c:** In GO-NYC’s 2020-2021 NYSED Annual Report, the school submitted its website links to its required authorizer-approved DASA policy and its district-wide safety plan. However, upon checking the links, the DASA policy could not be found on the submitted webpage. Documentation review shows that GO-NYC’s Parent and Family handbook includes the school’s Code of Conduct. On the 2021 CSO Teacher Survey, 81 percent of the 16 teachers who responded reported that they found GO-NYC generally free of bullying, discrimination, and harassment for students. During the student focus group, the students said that in Grade 9 there have been some instances of bullying outside of school, but generally the students said they felt very supported by their teachers and can tell that they care and that they have adults they can go to if they need.
  - **Indicator d:** The CSO remote site visit included nine classroom observations with in-person instruction. Most of the observed classes appeared to create an environment conducive to learning and generally free from disruption. On the 2021 CSO Teacher Survey, 94 percent of the teachers who responded said that teacher-student interactions could be described as supportive and respectful
2. Element: ***Family Engagement and Communication:***
- **Indicator a:** According to GO-NYC’s renewal application, the school utilizes multiples forms of communication with families including the school’s website, email and text message blasts, Instagram, and a weekly newsletter. In addition, the school reports that it engages families through regular parent meetings, monthly town halls, community events, and information sessions. According to supplemental documentation provided by GO-NYC school leadership, the school hosted a Thanksgiving “Grab-N-Go” family potluck and food drive in the 2020-2021 school year to encourage parent involvement and offer community engagement opportunities. The renewal application further notes that the high school will be developing a parent association. According to supplemental documentation provided by GO-NYC school leadership, the school began holding a parent support group that meets monthly and serves as a venue for GO-NYC’s parents and guardians to connect and learn ways to support their children, such as stress-

management strategies via workshops delivered by the school's partner, Project Hope. During the parent focus group, comprised of five parents, they confirmed that the school has strong communication with them, including through email, newsletters, texts, Instagram, phone calls from Fellows and teachers, and that throughout the COVID-19 pandemic, the school provided them with resources. In the 2021 CSO Teacher Survey, 88 percent of the teachers who responded said that the school uses many methods of communication with families.

- **Indicator b:** School leadership reporting in both the renewal application and the pre-renewal site visit self-evaluation that in the 2020-2021 school year, the school adapted parent-teacher conferences into student-led conferences (SLCs) to engage students in their academic progress and gives students and families an opportunity to address any areas of concern and, if needed, develop an improvement plan. According to supplemental documentation provided by GO-NYC school leadership, the students present their progress on the school's core values of "Mastery, Leadership, and Community" to their parents and guardians as part of the SLCs. During the parent focus group, they spoke about the SLCs, phone calls, texts, emails, and an internal school website called eSchool, as ways in which teachers share their child's academic achievement with them. The parents also noted that the school focuses on positive feedback and will contact them and commend the students when their children are reaching goals. In the 2021 CSO Teacher Survey, 82 percent of the respondents said that parents receive regular and timely information on their child's academic progress in their home language.
- **Indicator c:** GO-NYC typically assesses family and student feedback and satisfaction through the NYCDOE Learning Environment Survey, however due to the COVID-19 pandemic the school reported it did not participate in the survey in the 2020-2021 school year. The renewal application states that during that time period, the school utilized other strategies to gather parent and student feedback, such as the monthly virtual town halls and the advisory mentorship program. The renewal application further notes that moving forward, the school intends to use the Panorama Student Survey to gather student satisfaction.
- **Indicator d:** GO-NYC has a written complaint process that describes the steps to escalate any concern or complaint and is included in the parent handbook. During the parent focus group, there was consensus that the school usually responds to any concerns they have and that they know who to reach out to with any questions. On the 2021 CSO Teacher Survey, 75 percent of the teachers who responded somewhat or strongly agreed that the school has a systematic and transparent process for responding to family or community concerns.
- **Indicator e:** In GO-NYC's renewal application, the school leadership describes the process for how they share assessment data with the school, including the data team providing a detailed assessment data analysis report, communicating individual students' academic performance through weekly advisory family check-in meetings, and maintaining an interactive dashboard on the school's internal website, which teachers and Fellows can utilize in their communications with students and families. The school leadership reports and confirmed through review of submitted board minutes for the 2020-2021 school year, that the school-level academic data, including high-level internal data, state assessment data, and quiz data, is discussed at the monthly board meetings as part of the principals' presentations to the board. On the 2021 CSO Teacher Surveys, 69 percent of the those who responded somewhat or strongly agreed that the school informs them about how it performs compared to other schools in the district and New York State. The school's website links to the NYSED data website that contains school-level and district-level proficiency and demographic data.

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

- **Indicator a:** The school has a lead social worker, as per the school’s organizational chart, to provide social-emotional supports for the students. According to the school culture focus group, the school has a social work team that consists of the lead social worker along with two additional social workers, who address the social, emotional, behavioral, and mental health needs of the students by providing individual and group counseling, crisis interventions, non-mandated shared interest group counseling, resources and information about community services/agencies, referrals to appropriate agencies, and home visits. On the 2021 CSO Teacher Survey, 81 percent of the teachers responding reported that they somewhat or strongly agreed GO-NYC has systems in place to support students’ social-emotional needs. During the student focus group, comprised of seven students from grades 6 to 9, they spoke about how they all felt there was an adult at the school they could go to if they needed help. During the school culture focus group, they spoke about the school’s new partnership with Project Hope that provides an on-site crisis counselor two times a week and serves as an additional connection to external resources because the school was experiencing an increase in crisis intervention referrals due to impact of the COVID-19 pandemic. In addition, the school culture focus group spoke about the flex groups the school created, such as my sister’s keeper and my brother’s keeper, comprised of a social worker, an intern, and an operations staff member, to provide support for non-mandated students. Further, GO-NYC provides supports through the advisory program, with every student having an advisor, who could be a teacher, a Fellow, or administrator, and the advisor serving as the that student’s mentor and focal point for family communication, contacting parents at least twice a week. During the school leadership team focus group, they spoke about the advisory program’s social-emotional curriculum that the lead social worker created and continues to review and revise, as well as the implementation of community huddles across grades to discuss different social-emotional topics. During the parent focus group, they spoke about how they meet with advisors and that their children receive additional supports through their advisors and advisory periods.
- **Indicator b:** According to the renewal report, GO-NYC primarily utilizes data from the Panorama Student Surveys to gather feedback on the social-emotional supports provided to the students and if they are meeting the students’ needs. During the school culture focus group, they spoke about the use of qualitative data from referrals, notes from social work team, and observations from educators, to see patterns of what is happening in the classroom and to make decisions on professional development for the educators. The school culture focus group mentioned that they use a database to collect and track all of this data. On the 2021 CSO Teacher Survey, 63 percent of the teachers reported that they somewhat or strongly agreed that school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
- **Indicator c:** According to the school’s renewal application, the school gathers feedback on its advisory program through surveys and debriefs with students, teachers, Fellows, and families. Further, the renewal application states that the feedback has resulted in revisions to the advisory social-emotional curriculum, responding in real-time to current events that impacted the students. On the 2021 CSO Teacher Survey, 57 percent of the teachers who responded reported that they somewhat or strongly agreed that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.

**Benchmark 4: Financial Condition**

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

**Finding: Approaches**

**Summative Evidence for Benchmark 4:**

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to a lower composite score.

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

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

**Financial Condition**

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

**Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Great Oaks Charter School’s 2020-2021 composite score is 1.48.

**Composite Scores  
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	1.99
2017-2018	1.63
2018-2019	1.63
2019-2020	2.17
2020-2021	1.48

### **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: Approaches**

Over this charter term, the trajectory for this benchmark is an Approaches, as a number of findings were identified by the independent auditor. The board indicated that it took a three-pronged approach in addressing these findings by implementing systems, structures, and staffing changes with support from the CMO. The CSO continues to monitor this situation.

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:**

NYSED CSO reviewed Great Oaks Charter School's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified a number of deficiencies in internal controls, one of which could be considered a material weakness, which is a deficiency, or a combination of deficiencies, in internal control where there is a reasonable possibility that a material misstatement of the financial statements would not be prevented, or detected and corrected, in a timely fashion.

During the 2020 audit, the auditor noted that the school's fiscal policies and procedures were not always followed in practice. Specifically, testing identified an instance where a contract for services in excess of \$25,000 was entered into by the executive director but was not approved by the board of trustees. The contract was paid with a check signed by the executive director and did not have a second signature as is required for all checks over \$10,000. During the 2021 audit there were no findings related to this issue.

During the 2021 audit, the auditor noted that a number of general ledger accounts were not reconciled and required a significant number of adjusting entries throughout the audit process. All revenue was not recorded; and credit card liability and related expenditures were not recorded, all of which required significant audit adjustments. In addition, accrued payroll and related payroll tax liability was not reconciled or recorded which required a material audit adjustment. The auditor considered this finding to be a material weakness which also delayed the audit process and recommends the charter school ensure all general ledger accounts are reconciled and reviewed on a monthly basis. Significantly, the auditor has

made this finding annually since 2018 despite management’s statement each year that corrective action was taken.

Also, during the 2021 audit, the auditor noted that the adjustments to record the rent expense on a straight-line basis were not made, which required a significant audit adjustment. The auditor recommends the charter school reconcile the accounts to ensure proper account balances.

On Wednesday, May 4, 2022, the CSO held a subsequent conversation with one board member, the chief financial officer of the CMO and the school’s executive director to discuss the school’s response to these findings. The board indicated that it took a three-pronged approach to address the findings by implementing systems, structures, and staffing changes with support from the CMO; and that recommended changes in those three areas have been implemented. Annual auditor findings referenced above were present under a previous administration, and the CSO has been informed that the situation has been rectified in the manner described below. In its 2022-2023 Action Plan, the school will identify its strategies to improve upon this rating and ensure that there are no such further findings.

- In early 2019 the board hired new leadership staff to rectify the fiscal and academic issues.
- In early 2022 the board hired a new, experienced fiscal director to address the findings.
  - According to CSO review of documents and the May 4 conversation, the new fiscal director now accurately closes the books at the end of each month and provides the board and fiscal committee of the CMO with written reports.
  - With the support of the Great Oaks Foundation, the school has updated its fiscal policies and procedures and created written staff guidelines.
  - The executive director has provided professional development to staff regarding the new policies for requesting the purchase of supplies and materials for classroom use.

## 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: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>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.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

### Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to the board’s oversight of fiscal operations dating back to 2018, despite having a finance committee as part of its committee structure.

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

- **Indicator a:** The board currently is comprised of nine members with relevant and diverse experience, including backgrounds in education, finance, law, business, and marketing, according to the school’s BoT Membership Table in Attachment G of the renewal application. The school also notes in its renewal application that over the course of the charter term, no board members left; and three members joined. Two of the nine board members were present for the board focus group, including the board chair. The board focus group members discussed that they are working towards succession planning for long-term board members who anticipate rolling off the board in a couple of years and that they intend to continue the well-rounded expertise they have. They also spoke about prioritizing making the board more diverse to better reflect the school’s population.
- **Indicator b:** GO-NYC’s renewal application describes that ongoing improvement planning and mission alignment happens through regular reviews of data and qualitative information by the board and conversations between the board and school leadership, including the annual budgeting process and a beginning of year conference with the executive director to establish



goals and priorities for the year. The renewal application also mentions the board's annual summer retreat to set goals and priorities for the year, along with longer-term strategic planning. During the board focus group, the board spoke about the most recent summer retreat that included planning for when the founding board leaders roll off the board and developing the board.

- **Indicator c:** The board's committee structure supports oversight of academics and fiscal management, with finance, facilities, and academic committees, as indicated in the school's submitted BoT Membership Table in Attachment G of the renewal application. The finance committee is working closely with the executive director who is implementing the new policies and procedures. The executive director has weekly school-based finance team meetings with staff and reports to the finance committee and board. Under the direction of the board, the executive director also meets weekly with the Great Oaks Foundation fiscal team to provide snapshots of the school's fiscal position and the operation of the fiscal policies and procedures. The board focus group discussed that oversight during the challenges of the COVID-19 pandemic and leadership transitions included a focus on ensuring updated policies and protocols for health and safety and continuing to provide options for parents and students that met their needs. The board members mentioned that they were able to hold walk throughs of the school during remote learning by participating in remote reviews of classrooms.
- **Indicator d:** According to the school's renewal application, the school's board reviews and approves any changes to school policies and handbooks, along with a legal counsel review to ensure alignment with the school's charter and state and federal laws, on an annual basis.
- **Indicator e:** In the renewal application, GO-NYC outlines the process for the board conducting its annual self-evaluation, which takes place annually during the board's summer retreat and includes consideration of the school's performance and its own effectiveness as a board. After having received the same audit findings since 2018 the board of trustees recognized that its fiscal operations and policies needed to be evaluated and improved upon. It took action in early 2019 to make needed changes in staffing and supporting the executive director to provide oversight, accountability and training to staff regarding fiscal policies and procedures. The finance committee of the board continues to meet with the executive director weekly. In the renewal application, GO-NYC outlines the process for the board conducting its formal evaluation of the executive director, which includes a beginning of year conference to set schoolwide and individual goals, weekly update meetings with the executive vice president of the Great Oaks Foundation, a mid-year conference, and an end of year evaluation. During the board focus group, the board members confirmed that their annual retreat includes a self-evaluation that looks at the board's function, attendance, and membership on committees. The renewal application explains that although the executive director is formally evaluated by the president of the board of trustees, the executive vice president of the Great Oaks Foundation assists in the evaluation, and they both conduct a schoolwide learning walk at least twice a year, as part of the evaluation process. The school self-reports that the results of the executive director evaluation are shared with the academic committee and the entire board. During the board focus group, the board members discussed that Great Oaks Foundation takes the lead on the evaluation of the school leader, which includes input by the board and the foundation and utilizes a detailed rubric that looks at numerous domains. The board also noted that the school leader evaluation process led to the decision of a school leader not returning and most recently, to have the middle school principal step into an interim executive director role, instead of the co-leadership team that started the 2021-2022 school year.

- **Indicator f:** The board has legal counsel for general services and any concerns regarding board or school operations. The board submitted all its annual conflict of interest requirements in its 2020-2021 Annual Report.

**Benchmark 7: Organizational Capacity**

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

**Finding: Meets**

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

**Summative Evidence for Benchmark 7:**

Over this charter term, the trajectory for this benchmark has been consistent a Meets.

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

- **Indicator a:** GO-NYC’s renewal application states that the school is currently being led by an executive leadership team (ELT), comprised of the middle and high school principals and chief operating officer, who all report directly to the board. Throughout most of the current charter

term, the school had an executive director that reported to the board and oversaw the school leadership team. However, the most recent executive director left the school on good terms in summer 2021 and the position has since been filled. Further, the board members reported that at the November 2021 board meeting, the board voted to make the middle school principal, the executive director, with the chief operating office and high school principal reporting into that position. In addition to those three school leaders, the remainder the school's leadership team include the director of operations, director of data and analytics, director of special education, and director of Fellows. The board submitted an updated organizational chart to reflect the shift to the interim executive director sole lead. The school's leadership team communicates the school's mission and goals through the school's website, the Great Oaks Model Framework, and weekly progress monitoring meetings with staff. On the 2021 CSO Teacher Survey, 56 percent of teachers replied that they somewhat or strongly agreed that GO-NYC has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.

- **Indicator b:** GO-NYC submitted an organization chart illustrating reporting structure and staff role titles. During the CSO remote site visit, the interviewed school leadership team and board members confirmed their roles and responsibilities, aligning with the submitted documentation. On the 2021 CSO Teacher Survey, 56 percent of teachers replied that they somewhat or strongly agreed that roles and responsibilities for GO-NYC's leaders, staff, management, and board members are clearly defined and adhered.
- **Indicator c:** GO-NYC's renewal application details its various communication systems including its organizational reporting structure, grade team, co-planning and content department meetings, use of Slack for daily staff communication, weekly newsletters to parents, and adherence to operational policies established in the family and employee handbooks to ensure effective communication and decision-making across the school. In the 2021 CSO Teacher Survey, 50 percent of teachers replied that they somewhat or strongly agreed that GO-NYC has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.
- **Indicator d:** GO-NYC's renewal application details the school's hiring process, which includes the use of Greenhouse, an online platform that fields, screens and tracks applicants for the posted positions, and SparkHire, an online platform that facilitates video interviews. GO-NYC works in coordination with the Great Oaks Foundation human resources department to implement the hiring process. During the school leadership team focus group, they spoke about adjustments made to the process during the COVID-19 pandemic, including conducting virtual demo lessons instead of in-person and including a data analysis component. During the high school leadership team focus group, they spoke about posting positions early in the year to ensure meeting staff needs as the school continues to grow grades. During the Fellows program and special populations team focus group, they spoke about placing the Fellows who are aspiring teacher and in teacher residency programs in the high school grades to foster a possible Fellow to teacher pipeline. GO-NYC's renewal application cites its professional development, opportunities for leadership and collaboration, and mission-driven culture as its primary strategies to retain effective staff. On the 2021 CSO Teacher Survey, 50 percent of teachers who responded replied that they somewhat or strongly agreed that GO-NYC successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.

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

- **Indicator a:** In addition to the chief operating officer and director of operations, the school employs a senior operations manager, and two operations associates to meet its operational needs, as detailed in the school’s organization chart and found on the school’s website. Further, GO-NYC agreement with the Great Oaks Foundation provides them with finance, human resources, development, leadership and evaluation, data and reporting, and additional academic and operational supports, as detailed in the management contract. On the 2021 CSO Teacher Survey, 75 percent of teachers who responded replied that they somewhat or strongly agreed that GO-NYC is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
- **Indicator b:** The school’s renewal application describes its meeting structures, including weekly grade team meetings, grade-level co-planning meetings, and content department meetings, as the primary method for teacher collaboration. During the Fellows program and special populations team focus group, the staff spoke about collaboration between co-teaching classroom teams and Fellows including weekly meetings, lesson planning, and grade-team meetings. During the teacher focus group, the teachers spoke about how in the last year, through the Teacher and Fellows collaboration, the alignment between the tutorial program and classroom is the best it has been. According to the 2021 CSO Teacher Survey, teachers reported that staff collaborate through team meetings (94 percent of respondents), department meetings (81 percent of respondents), staff meetings (81 percent of respondents), informal planning time (56 percent of respondents), and teacher/professional leadership meetings (63 percent of respondents). On the 2021 CSO Teacher Survey, when asked to describe school meetings, such as faculty, staff, grade-level, curricular, child study, and the like, 56 percent of teachers said they were well-organized, 75 percent said they were well attended, 50 percent said they focused on relevant content, and 31 percent who responded said they were recognized by all faculty as valuable. On the 2021 CSO Teacher Survey, 56 percent of teachers who responded replied that they somewhat or strongly agreed that GO-NYC has established procedures for effective collaboration among teachers.
- **Indicator c:** According to the 2021 CSO Teacher Survey, the school has a teaching staff with a range of teaching experience with 32 percent having 7 years or more, 19 percent having 4-6 years, and 50 percent having 1-3 years. In GO-NYC’s renewal application, school leadership reports that professional development opportunities include two-week intensive training in the summer, individualized coaching sessions, professional learning communities (PLCs), and in-house professional development sessions led by consultants. During the teacher focus group, they spoke about the weekly professional development held on half-day Wednesdays and that professional development topics are based on data that the leadership team reviews, giving examples such as classroom management and close reading. The teacher and Fellow program and special populations focus groups confirmed that the school works with external consultants, Lavinia Group, for coaching in addition to professional development. The teacher focus group explained that while most professional development they attend is internal, the school leadership team encourages them to search for external professional development opportunities and then turnkey the information to team. The teachers in the focus group reinforced that one of the school’s current priorities is diversity and inclusion and that the Great Oaks Foundation has been providing the school staff with diversity, equity, inclusion, and accessibility (DEIA) workshops. On the 2021 CSO Teacher Survey, 63 percent of teachers replied that they somewhat or strongly agreed that GO-NYC ensures that staff has requisite skills, expertise, and professional development necessary to meet all students’ needs.

- **Indicator d:** In GO-NYC’s renewal application, school leadership reports that the school utilizes the Kim Marshall Teacher Evaluation Rubric as the basis for its formal teacher evaluations, focusing on planning and preparation, classroom management, delivery of instruction, and monitoring, assessment, and follow up. Further, the school reports its teacher evaluation process is a collaborative process that entails multiple conversations with weekly check-ins and actionable feedback, following the GO-NYC observation and feedback cycle and utilizing TeachBoost, an online platform used across the Great Oaks network to collect teacher conferences and classroom observations data. In the renewal application, the school reports that the principal holds individual conferences with each teacher to set professional goals at the beginning of the year and the principal and deans of instruction conduct the mid-year and end of year evaluations. Sixty-two percent of surveyed teachers through the 2021 CSO Teacher Survey somewhat or strongly agreed that the school has systems in place to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.
- **Indicator e:** Based on documentation review and CSO remote site visit focus groups, GO-NYC’s methods to gather teacher feedback and determine teacher satisfaction seem to be through the NYCDOE Learning Environment Survey, informal school surveys, and teacher forums, such as team meetings, professional development sessions, and coaching and evaluation meetings. On the 2021 CSO Teacher Survey, 50 percent of teachers who responded replied that they somewhat or strongly agreed that GO-NYC has mechanisms to solicit teacher and staff feedback to gauge their satisfaction and noted team meetings and surveys as some examples of how the school leadership team solicits feedback from staff.

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

- **Indicator a:** The school has an established management agreement with the Great Oaks Foundation. The contracted services include tasks related to finance and human resources, recruitment, development, operations and facilities, and academic support and training. During the CSO remote site visit, the school leadership team mentioned the ways in which the foundation has supported the school, including leadership coaching and support, development of the high school model, and oversight of leadership transition process. During the board focus group, the board members spoke about the Great Oaks Foundation’s role with the school and how it supported the school through rolling out a vaccine mandate for staff, due to COVID-19 health protocols.
- **Indicator b:** Over the course of the current charter term, GO-NYC has not made any changes to its contract with the Great Oaks Foundation. The school submitted the current contract with the Great Oaks Foundation that was approved by the board, along with the board minutes from the meeting it was approved.
- **Indicator c:** In the renewal application, GO-NYC outlines the process for monitoring the Great Oaks Foundation and its services for the school, which includes the executive director holding quarterly meetings with the Foundation staff to discuss feedback and function area meetings with Great Oaks Foundation leaders. During the board focus group, the board members confirmed that they evaluate the foundation’s services on an ongoing basis and that they have been pleased with the growth and development at the foundation level.

## Benchmark 8: Mission and Key Design Elements

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

### Finding: Meets

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

### Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** During the CSO remote site visit, school stakeholders expressed a shared understanding of the school’s mission and key design elements. Both the school leadership team and Fellows program and special populations focus groups spoke about the school’s tutoring program, which is one of the school’s key design elements. The school leadership team also spoke about the key design elements of the school’s culture of high academic and behavioral expectations, the tight school community, and the school’s focus on data that enhances the teachers’ instructional practices. During the student focus group, parents spoke about the benefit of this being a smaller school and having good teachers who challenge them. The school’s website includes its mission and a page on “Design Principles,” which includes brief descriptions of “Mastery” and “Leadership,” reflecting the key design element of culture of high expectations, and “Community,” reflecting the key design element of small school.
- **Indicator b:** GO-NYC continues to implement its key design elements, through its transition to remote learning and returning to an in-person schedule in the 2021-2022 school year. During the classroom observations as part of the CSO remote site visit, in most classrooms observed, teachers used timers to maximize time on task. In addition, the school’s schedule and calendar include more opportunities for students to spend more time on tasks. The school implements its small-school model and high-dosage tutoring through the Fellows program facilitating small groups and individualized tutoring. The board focus group spoke about the importance of the Fellows program and how instrumental they were in maintaining the small school and high-dosage tutoring during remote and hybrid learning. They also mentioned that the Fellows serve as pipeline for teachers and developing them into excellent teachers, another key design element.

**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: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Target are met:**

- **Indicator a:** The school exceeds its district of location in its enrollment of SWD and ED students by +7 and +15 percentage points, respectively. Overall retention rates for the school and ED rates in particular are slightly below that district of location at -2 and -3 percentage points, respectively. Retention rates for both SWDs and ELLs exceed the district of location at +2 and +4 percentage points, respectively.

2. Element: **Targets are not met:**

- **Indicator a:** The school is currently at 53 percent of its contracted enrollment. The school’s ELL enrollment for 2020-2021 lags -11 percentage points behind the district of location but that is due to a reporting error. The school has a history of coming very close to NYC CSD 1 for ELL enrollment. The school has self-reported to the NYSED CSO that it enrolled 21 ELLs or 8 percent of its enrollment, in the 2020-2021 school year.



- **Indicator b:** GO-NYC has had a 25 percent set aside for ELLs since the school opened. According to the school’s renewal application and supported by discussion with the school leadership team, the school uses the following recruitment and retention strategies:
  - targeted mailings with materials in both English and Spanish to elementary schools and community organizations,
  - onsite and virtual information sessions with Spanish-speaking staff members,
  - MTA digital ads in communities with high proportions of ELLs.
  - The school reports that it has a Parent Ambassador program to engage committed parents in conducting outreach in their communities.
  - The school also cites partnerships with other local district and charter elementary schools, along with local community organization, such as Grant Street Settlement, and churches, such as St. Mary’s, and presenting at the local Community Board, as part of its recruitment strategy.
  - According to the renewal application, GO-NYC utilizes its AmeriCorps partnership and tutoring program to further tailor and individualize student support, which remains a key component to the school’s retention strategies. The school leadership team spoke about the enrollment and retention challenges due to the COVID-19 pandemic, with many families and students leaving NYC, but that they saw strong retention in the upper grades, with 75 percent of the school’s 8<sup>th</sup> graders choosing to return to GO-NYC for the school’s first cohort of 9<sup>th</sup> grade in the 2021-2022 school year.
- **Indicator c:** According to the school’s renewal application, the school leadership team works closely with the Great Oaks Foundation to evaluate the school’s recruitment process and determine strategic improvements each year. The school offered an example of a recent analysis it did into the communities from where a majority of students come to inform its outreach.

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

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

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to issues related to not posting required documents on its school website, teacher certification and fingerprint clearance issues, policy issues, and failure to meet enrollment requirements.

#### 1. Element: **Legal Compliance:**

- **Indicator a:** GO-NYC has complied with the legal obligations and applicable state and federal laws, as well as the provisions of its charter. The school has submitted the required fire inspections and Certificate of Occupancy over the course of the current charter term, supported most recently by GO-NYC's 2020-2021 Annual Report. However,
  - the school's website appears to be out of date as it does not currently have the school's most recent annual report, a link to the NYS School Report Card, the FOIL Policy, the FOIL subject matter list, or the District-Wide Safety Plan, as required.
  - ELL enrollment is under-represented due to a reporting error in 2020-2021; but for the three years prior (2017-2018, 2018-2019, and 2019-2020), the school's ELL enrollment was also below the district of location.
  - The school has also failed to adhere to the timing of expanding grade levels to serve students in Grades 9-12, beginning with the 2018-2019 school year. The school delayed the implementation of its high school program until the 2021-2022 school year. The delay was attributed to facilities issues and the COVID-19 pandemic and has worked with the CSO to request a material revision.
  - The 2020-2021 Annual Report shows that of the reported 14 hires, 11 have issues with one not having fingerprint clearance and ten having started employment prior to receiving fingerprint clearance, ranging from -21 days to -161 days. The school needs to work with its CSO liaison to rectify this situation.

- Meeting teacher certification requirements has been problematic with this school over the past few years. In 2018-2019 the school had five uncategorized, uncertified teachers and in 2019-2020 it had 13, which is also a violation of the law. The school needs to work with its CSO liaison to rectify this situation.
- The school's discipline, enrollment and complaint policies do not comply with the law, charter, and/or CSO policy. The school needs to work with its CSO liaison to rectify this situation.

In its 2022-2023 Action Plan to be submitted to the CSO, the school needs to provide strategies as to how it will address all of these issues.

- **Indicator b:** NYSED CSO issued the school a Notice of Deficiency in March 2019 because in 2017-2018 GO-NYC's ELA and math proficiency data was below that of NYC CSD 1, the district of location, and the New York State performance. The school was required to complete a Corrective Action Plan (CAP) to address these academic deficiencies and continues to work on improving student outcomes for all students. NYSED CSO issued the school a Notice of Deficiency in February 2020 because in 2018-2019 and 2019-2020, GO-NYC continued to have academic deficiencies related to its students ELA and math proficiency. The school created respective corrective action plans as required with each notice.
- **Indicator c:** During the charter term, GO-NYC has not requested material or non-material revisions.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

GREAT OAKS CHARTER SCHOOL

### BEDS Code

310100861055

### 2020-2021 Enrollment

264

### ESEA Accountability Designation (2019-2020):

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

### Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 1
Total Public School Enrollment of Resident Students attending Charter Schools:	11%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Middle
Address:	38 DELANCEY ST-3RD FL NEW YORK NY 10002
Website:	www.nyc.greatoakscharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - MANHATTAN
Regent:	NAN EILEEN MEAD
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	SHERITA SMITH
CEO Phone:	(212) 233-5152
CEO Email:	ssmith@greatoakscharter.org
BOT President:	SUSAN AKSELRAD
BOT President Phone:	(212) 233-5152
BOT President Email:	sakselrad@gmail.com
Institution ID:	800000075841

### BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2015
Current Term:	7/1/18-6/30/22
2017-2018	Renewal
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

### Benchmark Rating

### Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	264	17	6%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	16	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

GREAT OAKS CHARTER SCHOOL

2018-2019

GREAT OAKS CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Middle School	+/- 5	COMMUNITY VOICES MIDDLE SCHOOL	-4	+8	.	.
		CORNERSTONE ACAD-SOCIAL ACTION-MS	-11	+1	.	.
		EXPEDITIONARY LEARNING MIDDLE SCH	-17	-2	.	.
		IS 27 ANNING S PRALL	-29	-13	.	.
		M CLIFFORD MILLER MIDDLE SCHOOL	0	+4	.	.
		MS 101 EDWARD R BYRNE	-43	-34	.	.
		MS 250 WEST SIDE COLLABORATIVE	+2	+9	.	.
		Mean	-15	-4	.	.
	+/- 7.5	COLLABORATIVE ARTS MIDDLE SCHOOL	-10	+4	.	.
		COLLEGIATE ACADEMY-MATH-PERSONAL AWA	-19	0	.	.
		IS 181 PABLO CASALS	-23	-9	.	.
		IS 192 LINDEN (THE)	-9	+13	.	.
		IS 285 MEYER LEVIN	-14	-2	.	.
		JHS 144 MICHELANGELO	-9	-2	.	.
		JHS 78 ROY H MANN	-14	-6	.	.
		LASALLE PREPARATORY SCHOOL	0	+5	.	.
		MS 224 MANHATTAN EAST	-34	-24	.	.
		NEW HEIGHTS MIDDLE SCHOOL	0	+9	.	.
		ONEIDA MIDDLE SCHOOL	+1	+13	.	.
		PELHAM GARDENS MIDDLE SCHOOL	-10	+4	.	.
		ROBERT J KAISER MIDDLE SCHOOL	-3	+7	.	.
		SOUTH LEWIS MIDDLE SCHOOL	-12	-14	.	.
	TOMPKINS SQUARE MIDDLE SCHOOL	-34	-26	.	.	
	Mean	-13	-2	.	.	
	+/- 10	BROOKLYN URBAN GARDEN CHARTER SCHOOL	-18	-11	.	.
		CATHERINE & COUNT BASIE MS 72	+1	+13	.	.
		CATSKILL MIDDLE SCHOOL	-14	-9	.	.
		CLARY MIDDLE SCHOOL	+15	+20	.	.
		COMMUNITY ACTION SCHOOL-MS 258	-15	-8	.	.
		DOCK STREET SCHOOL-STEM STUDIES	-38	-21	.	.
		EAST MIDDLE SCHOOL	+12	+15	.	.
		ELLENVILLE MIDDLE SCHOOL	+1	+4	.	.
		EMERSON SCHOOL (THE)	-8	+1	.	.
		EMMET BELKNAP INTERMEDIATE SCHOOL	-1	-16	.	.
HAROLD T WILEY SCHOOL		-10	-16	.	.	
HUDSON JUNIOR HIGH SCHOOL		-8	+6	.	.	
IS 2 GEORGE L EGBERT		-23	-9	.	.	
IS 211 JOHN WILSON		-11	+7	.	.	
IS 318 EUGENIO MARIA DE HOSTOS		-24	-16	.	.	
IS 340		-21	-14	.	.	
IS 364 GATEWAY		-2	+13	.	.	
IS 51 EDWIN MARKHAM		-13	-4	.	.	
IS 59 SPRINGFIELD GARDENS	-14	-4	.	.		

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

IS 61 WILLIAM A MORRIS	-10	+3	.	.
JHS 131 ALBERT EINSTEIN	-2	+5	.	.
KNICKERBACKER MIDDLE SCHOOL	-5	+3	.	.
MONT PLEASANT MIDDLE SCHOOL	+11	+19	.	.
MOTT HALL II	-32	-18	.	.
MOTT HALL IV	+11	+23	.	.
MS 180 DR DANIEL HALE WILLIAMS	-22	-12	.	.
MS 266 PARK PLACE COMMUNITY MS	-3	+3	.	.
POUGHKEEPSIE MIDDLE SCHOOL	+6	+19	.	.
QUEENS UNITED MIDDLE SCHOOL	+1	+20	.	.
REDWOOD MIDDLE SCHOOL	+3	+12	.	.
SCHOOL OF INTEGRATED LRNING (THE)	-34	-27	.	.
SCIENCE & MEDICINE MIDDLE SCHOOL	-11	+3	.	.
SOUNDVIEW ACADEMY	-4	-2	.	.
URBAN ASSEMBLY UNISON SCHOOL (THE)	+1	+9	.	.
URBAN INSTITUTE OF MATHEMATICS	-26	-18	.	.
Mean	-9	-0	.	.
Mean	-11	-1	.	.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

GREAT OAKS CHARTER SCHOOL

### 2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Great Oaks CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	55%	44%	50%	56%	39%	20%	53%	40%
2016-2017	43%	26%	23%	45%	42%	26%	44%	46%
2017-2018	37%	20%	36%	36%	40%	23%	57%	39%
2018-2019	36%	17%	29%	31%	28%	13%	27%	24%

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

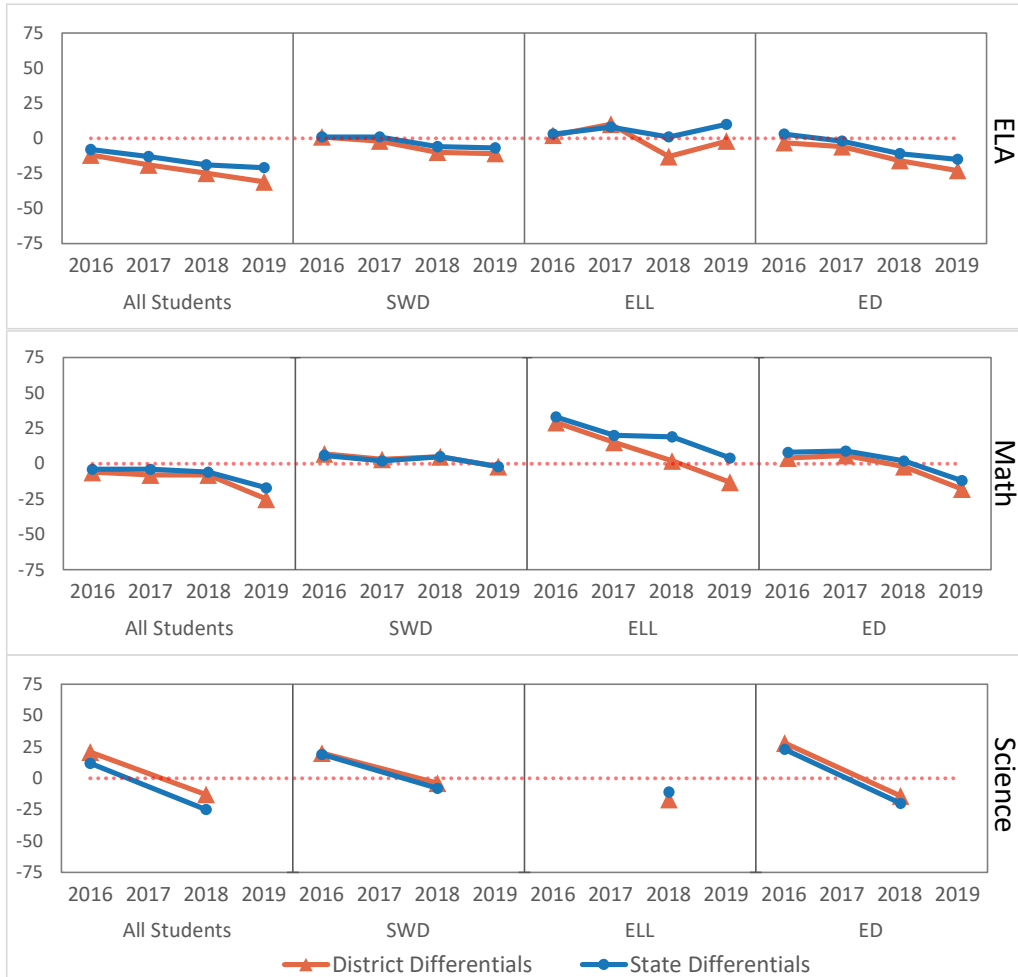
# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

##### Comparison of Great Oaks Charter School and New York City CSD 1



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



# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
All Students	2015-2016	29%	41%	-12	37%	-8	30%	36%	-6	34%	-4	72%	51%	+21	60%	+12
	2016-2017	27%	46%	-19	40%	-13	30%	38%	-8	34%	-4	-	-	-	-	-
	2017-2018	27%	52%	-25	46%	-19	34%	42%	-8	40%	-6	33%	46%	-13	58%	-25
	2018-2019	24%	55%	-31	45%	-21	25%	50%	-25	42%	-17	-	-	-	-	-
SWD	2015-2016	9%	8%	+1	8%	+1	14%	7%	+7	8%	+6	50%	30%	+20	31%	+19
	2016-2017	11%	13%	-2	10%	+1	11%	8%	+3	9%	+2	-	-	-	-	-
	2017-2018	8%	18%	-10	14%	-6	17%	12%	+5	12%	+5	24%	28%	-4	32%	-8
	2018-2019	6%	17%	-11	13%	-7	11%	13%	-2	13%	-2	-	-	-	-	-
ELL	2015-2016	11%	9%	+2	8%	+3	47%	18%	+29	14%	+33	-	-	-	-	-
	2016-2017	16%	6%	+10	8%	+8	32%	17%	+15	12%	+20	-	-	-	-	-
	2017-2018	21%	34%	-13	20%	+1	40%	38%	+2	21%	+19	20%	37%	-17	31%	-11
	2018-2019	29%	31%	-2	19%	+10	27%	40%	-13	23%	+4	-	-	-	-	-
ED	2015-2016	30%	33%	-3	27%	+3	32%	28%	+4	24%	+8	73%	45%	+28	50%	+23
	2016-2017	28%	34%	-6	30%	-2	33%	27%	+6	24%	+9	-	-	-	-	-
	2017-2018	25%	41%	-16	36%	-11	32%	34%	-2	30%	+2	29%	43%	-14	49%	-20
	2018-2019	20%	43%	-23	35%	-15	21%	39%	-18	33%	-12	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

		ELA					Math					Science				
		Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	13%	42%	-29	34%	-21	18%	47%	-29	40%	-22	-	-	-	-	-
	2016-2017	14%	40%	-26	32%	-18	34%	47%	-13	40%	-6	-	-	-	-	-
	2017-2018	27%	54%	-27	49%	-22	29%	50%	-21	44%	-15	-	-	-	-	-
	2018-2019	23%	57%	-34	47%	-24	36%	55%	-19	47%	-11	-	-	-	-	-
Grade 7	2015-2016	22%	42%	-20	35%	-13	38%	36%	+2	36%	+2	-	-	-	-	-
	2016-2017	22%	51%	-29	42%	-20	24%	42%	-18	38%	-14	-	-	-	-	-
	2017-2018	28%	47%	-19	40%	-12	37%	45%	-8	41%	-4	-	-	-	-	-
	2018-2019	25%	53%	-28	40%	-15	15%	52%	-37	43%	-28	-	-	-	-	-
Grade 8	2015-2016	52%	41%	+11	41%	+11	33%	23%	+10	24%	+9	72%	51%	+21	60%	+12
	2016-2017	46%	48%	-2	45%	+1	32%	20%	+12	22%	+10	-	-	-	-	-
	2017-2018	26%	55%	-29	48%	-22	38%	29%	+9	30%	+8	33%	46%	-13	58%	-25
	2018-2019	26%	55%	-29	48%	-22	22%	40%	-18	33%	-11	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	7%	-7	7%	-7	10%	9%	+1	11%	-1	-	-	-	-	-
	2016-2017	7%	9%	-2	7%	0	14%	12%	+2	11%	+3	-	-	-	-	-
	2017-2018	4%	18%	-14	16%	-12	4%	16%	-12	14%	-10	-	-	-	-	-
	2018-2019	7%	16%	-9	15%	-8	24%	12%	+12	15%	+9	-	-	-	-	-
Grade 7	2015-2016	4%	10%	-6	7%	-3	18%	8%	+10	8%	+10	-	-	-	-	-
	2016-2017	4%	14%	-10	11%	-7	12%	8%	+4	9%	+3	-	-	-	-	-
	2017-2018	13%	16%	-3	12%	+1	27%	12%	+15	12%	+15	-	-	-	-	-
	2018-2019	0%	12%	-12	10%	-10	0%	15%	-15	12%	-12	-	-	-	-	-
Grade 8	2015-2016	31%	8%	+23	9%	+22	13%	5%	+8	6%	+7	50%	30%	+20	31%	+19
	2016-2017	22%	16%	+6	13%	+9	9%	5%	+4	5%	+4	-	-	-	-	-
	2017-2018	8%	21%	-13	16%	-8	24%	6%	+18	9%	+15	24%	28%	-4	32%	-8
	2018-2019	12%	23%	-11	15%	-3	6%	12%	-6	10%	-4	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	-	-	-	-	-	20%	25%	-5	16%	+4	-	-	-	-	-
	2017-2018	-	-	-	-	-	40%	44%	-4	23%	+17	-	-	-	-	-
Grade 7	2015-2016	9%	7%	+2	7%	+2	64%	13%	+51	14%	+50	-	-	-	-	-
	2016-2017	0%	5%	-5	8%	-8	13%	16%	-3	12%	+1	-	-	-	-	-
	2018-2019	40%	23%	+17	14%	+26	33%	33%	0	21%	+12	-	-	-	-	-
Grade 8	2016-2017	38%	6%	+32	9%	+29	38%	6%	+32	10%	+28	-	-	-	-	-
	2017-2018	17%	36%	-19	20%	-3	33%	33%	0	18%	+15	20%	37%	-17	31%	-11
	2018-2019	40%	31%	+9	19%	+21	20%	43%	-23	21%	-1	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	15%	30%	-15	25%	-10	19%	33%	-14	28%	-9	-	-	-	-	-
	2016-2017	10%	25%	-15	23%	-13	36%	32%	+4	28%	+8	-	-	-	-	-
	2017-2018	23%	43%	-20	39%	-16	24%	40%	-16	32%	-8	-	-	-	-	-
	2018-2019	24%	44%	-20	37%	-13	32%	42%	-10	36%	-4	-	-	-	-	-
Grade 7	2015-2016	20%	34%	-14	25%	-5	41%	28%	+13	25%	+16	-	-	-	-	-
	2016-2017	29%	38%	-9	31%	-2	27%	30%	-3	26%	+1	-	-	-	-	-
	2017-2018	26%	33%	-7	31%	-5	36%	32%	+4	30%	+6	-	-	-	-	-
	2018-2019	18%	40%	-22	30%	-12	15%	38%	-23	32%	-17	-	-	-	-	-
Grade 8	2015-2016	55%	34%	+21	31%	+24	35%	23%	+12	19%	+16	73%	45%	+28	50%	+23
	2016-2017	43%	40%	+3	37%	+6	38%	18%	+20	18%	+20	-	-	-	-	-
	2017-2018	28%	45%	-17	39%	-11	38%	28%	+10	25%	+13	29%	43%	-14	49%	-20
	2018-2019	18%	44%	-26	39%	-21	13%	37%	-24	28%	-15	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

GREAT OAKS CHARTER SCHOOL

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Great Oaks CS	NYS	Differential to NYS	Charter Total Tested	Great Oaks CS	NYS	Differential to NYS	Charter Total Tested	Great Oaks CS	NYS	Differential to NYS	Charter Total Tested	Great Oaks CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	28	68%	94%	-26	-	-	-	-	-	-	-	-	21	67%	88%	-21
	2017-2018	13	46%	90%	-44	-	-	-	-	-	-	-	-	10	60%	81%	-21
	2018-2019	7	57%	89%	-32	-	-	-	-	-	-	-	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

Charter School

GREAT OAKS CHARTER SCHOOL

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

*Not applicable to this charter school*

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

*Not applicable to this charter school*



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

*Not applicable to this charter school*

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

GREAT OAKS CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Great Oaks CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	396	209	53%
2017-2018	495	211	43%
2018-2019	300	261	87%
2019-2020	399	299	75%
2020-2021	498	264	53%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Great Oaks CS	NYC CSD 1	Differential to District	Great Oaks CS	NYC CSD 1	Differential to District	Great Oaks CS	NYC CSD 1	Differential to District
2016-2017	32%	31%	+1	9%	7%	+2	70%	65%	+5
2017-2018	32%	30%	+2	7%	9%	-2	79%	67%	+12
2018-2019	30%	30%	0	6%	8%	-2	74%	67%	+7
2019-2020	33%	27%	+6	6%	11%	-5	83%	65%	+18
2020-2021	35%	28%	+7	1%	12%	-11	85%	70%	+15

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

\*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Great Oaks CS	NYC CSD 1	Differential to District	Great Oaks CS	NYC CSD 1	Differential to District	Great Oaks CS	NYC CSD 1	Differential to District	Great Oaks CS	NYC CSD 1	Differential to District
2016-2017	81%	89%	-8	83%	83%	0	88%	86%	+2	82%	90%	-8
2017-2018	85%	92%	-7	81%	90%	-9	90%	89%	+1	86%	92%	-6
2018-2019	87%	90%	-3	86%	88%	-2	100%	87%	+13	88%	90%	-2
2019-2020	57%	72%	-15	65%	72%	-7	60%	74%	-14	62%	72%	-10
2020-2021	91%	93%	-2	93%	91%	+2	100%	96%	+4	91%	94%	-3

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

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

*Not applicable to this charter school*

## Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*



# Charter School Fiscal Accountability Summary

## GREAT OAKS CHARTER SCHOOL

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	6-8	6-8	6-9	6-10	6-11
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	396	495	300	399	498
Maximum Chartered Enrollment	573	573	573	573	573
Actual Enrollment	209	211	261	299	264

### ASSETS

#### Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents	501,498	382,129	186,352	927,985	271,943
Grants and Contracts Receivable	129,313	174,373	98,301	80,098	241,623
Prepaid Expenses	50,623	80,006	121,926	112,624	45,237
Other Current Assets	181,244	123,999	123,999	242,577	170,000
<b>Total Current Assets</b>	<b>862,678</b>	<b>636,508</b>	<b>530,578</b>	<b>1,363,284</b>	<b>728,803</b>

#### Non-Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Property, Building and Equipment, net	868,273	692,484	764,642	511,918	263,929
Restricted Cash	75,118	75,155	75,192	75,223	75,223
Security Deposits	-	259,444	259,444	312,144	309,494
Other Non-Current Assets	-	-	-	-	-
<b>Total Non-Current Assets</b>	<b>943,391</b>	<b>1,027,083</b>	<b>1,099,278</b>	<b>899,285</b>	<b>648,646</b>
<b>Total Assets</b>	<b>1,806,069</b>	<b>1,663,591</b>	<b>1,629,856</b>	<b>2,262,569</b>	<b>1,377,449</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounts Payable and Accrued Expenses	107,555	123,976	59,828	77,993	49,835
Accrued Payroll and Payroll Taxes	104,949	120,510	193,855	316,975	158,456
Due to Related Parties	-	-	116,960	114,364	1,200
Refundable Advances	-	-	-	-	-
Other Current Liabilities	36,540	150,000	152,371	120,000	-
<b>Total Current Liabilities</b>	<b>249,044</b>	<b>394,486</b>	<b>523,014</b>	<b>629,332</b>	<b>209,491</b>

#### Long-Term Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Deferred Rent	-	132,419	174,500	136,858	63,750
Other Long-Term Liabilities	425,988	310,068	142,235	441,790	425,000
<b>Total Long-Term Liabilities</b>	<b>425,988</b>	<b>442,487</b>	<b>316,735</b>	<b>578,648</b>	<b>488,750</b>
<b>Total Liabilities</b>	<b>675,032</b>	<b>836,973</b>	<b>839,749</b>	<b>1,207,980</b>	<b>698,241</b>

### NET ASSETS

	2016-17	2017-18	2018-19	2019-20	2020-21
Unrestricted	1,131,037	826,618	790,107	1,054,589	679,208
Restricted	-	-	-	-	-
<b>Total Net Assets</b>	<b>1,131,037</b>	<b>826,618</b>	<b>790,107</b>	<b>1,054,589</b>	<b>679,208</b>
<b>Total Liabilities and Net Assets</b>	<b>1,806,069</b>	<b>1,663,591</b>	<b>1,629,856</b>	<b>2,262,569</b>	<b>1,377,449</b>

### OPERATING REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
State and Local Per Pupil Revenue - Reg. Ed	3,008,291	3,184,518	4,074,972	4,809,436	4,267,129
State and Local Per Pupil Revenue - SPED	542,358	569,372	782,992	1,164,236	1,369,595
State and Local Per Pupil Facilities Revenue	415,760	553,589	763,455	973,491	990,654
Federal Grants	504,813	159,017	341,401	325,213	336,598
State and City Grants	-	-	-	-	-
Other Operating Income	646,097	6,938	21,608	301,430	158,651
<b>Total Operating Revenue</b>	<b>5,117,319</b>	<b>4,473,434</b>	<b>5,984,428</b>	<b>7,573,806</b>	<b>7,122,627</b>

### EXPENSES

#### Program Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Education	3,124,038	3,532,589	4,064,647	4,587,257	4,972,772
Special Education	970,413	1,180,390	2,343,979	3,107,699	2,807,003
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	<b>4,094,451</b>	<b>4,712,979</b>	<b>6,408,626</b>	<b>7,694,956</b>	<b>7,779,775</b>

#### Supporting Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Management and General	1,011,650	668,875	221,843	257,084	330,610
Fundraising	-	-	-	-	-
<b>Total Support Services</b>	<b>1,011,650</b>	<b>668,875</b>	<b>221,843</b>	<b>257,084</b>	<b>330,610</b>
<b>Total Expenses</b>	<b>5,106,101</b>	<b>5,381,854</b>	<b>6,630,469</b>	<b>7,952,040</b>	<b>8,110,385</b>
<b>Surplus/Deficit from Operations</b>	<b>11,218</b>	<b>(908,420)</b>	<b>(646,041)</b>	<b>(378,234)</b>	<b>(987,758)</b>

### SUPPORT AND OTHER REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	604,001	609,530	642,716	612,377
<b>Total Support and Other Revenue</b>	<b>-</b>	<b>604,001</b>	<b>609,530</b>	<b>642,716</b>	<b>612,377</b>
<b>Change in Net Assets</b>	<b>11,218</b>	<b>(304,419)</b>	<b>(36,511)</b>	<b>264,482</b>	<b>(375,381)</b>
<b>Net Assets - Beginning of Year</b>	<b>1,119,819</b>	<b>1,131,037</b>	<b>826,618</b>	<b>790,107</b>	<b>1,054,589</b>
<b>Net Assets - End of Year</b>	<b>1,131,037</b>	<b>826,618</b>	<b>790,107</b>	<b>1,054,589</b>	<b>679,208</b>

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	24,485	21,201	22,929	25,330	26,980
Support and Other Revenue	-	2,863	2,335	2,150	2,320
<b>Total Revenue</b>	<b>24,485</b>	<b>24,064</b>	<b>25,264</b>	<b>27,480</b>	<b>29,299</b>

#### Expenses - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	19,591	22,336	24,554	25,736	29,469
Management and General, Fundraising	4,840	3,170	850	860	1,252
<b>Total Expenses</b>	<b>24,431</b>	<b>25,506</b>	<b>25,404</b>	<b>26,596</b>	<b>30,721</b>
% of Program Services	80.2%	87.6%	96.7%	96.8%	95.9%
% of Management and Other	19.8%	12.4%	3.3%	3.2%	4.1%
<b>% of Revenue Exceeding Expenses</b>	<b>0.2%</b>	<b>-5.7%</b>	<b>-0.6%</b>	<b>3.3%</b>	<b>-4.6%</b>

### FINANCIAL COMPOSITE SCORE

	2016-17	2017-18	2018-19	2019-20	2020-21
Composite Score	1.99	1.63	1.63	2.17	1.48
<b>BENCHMARK and FINDING:</b> Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

### WORKING CAPITAL

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	613,634	242,022	7,564	733,952	519,312
Working Capital (Current) Ratio	3.5	1.6	1.0	2.2	3.5
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

	2016-17	2017-18	2018-19	2019-20	2020-21
Debt to Asset Ratio	0.4	0.5	0.5	0.5	0.5
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

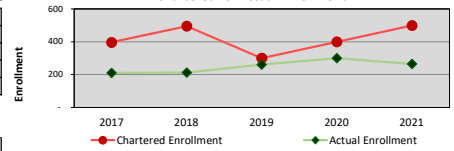
### CASH POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Days of Cash	35.8	25.9	10.3	42.6	12.2
<b>BENCHMARK and FINDING:</b> 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

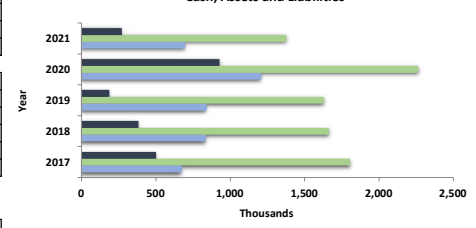
### TOTAL MARGIN

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Margin Ratio	0.0	(0.1)	(0.0)	0.0	(0.0)
<b>BENCHMARK and FINDING:</b> Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard

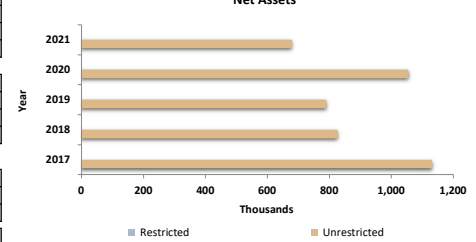
### Chartered vs. Actual Enrollment



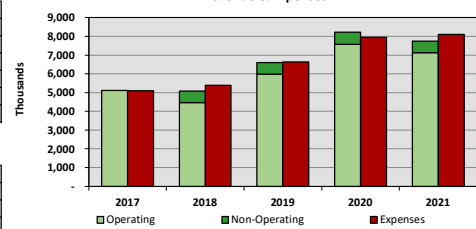
### Cash, Assets and Liabilities



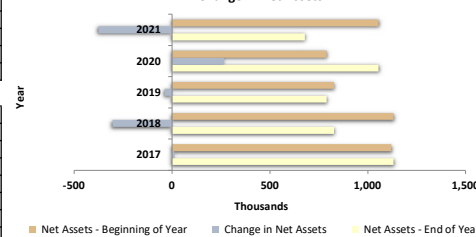
### Net Assets



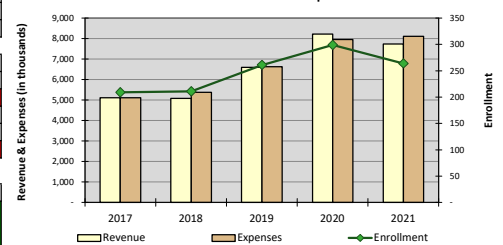
### Revenue & Expenses



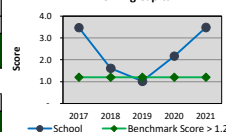
### Change in Net Assets



### Enrollment vs. Revenue & Expenses



### Working Capital



### Debt to Asset

