New York State Education Department

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

Neighborhood Charter School of Harlem

Renewal Site Visit Dates: October 13-14, 2021
Date of Report: May 18, 2022

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION **3**

METHODOLOGY **5**

BENCHMARK ANALYSIS **8**

Summary of Findings 10
Benchmark 1: Student Performance 11
Benchmark 2: Teaching and Learning 12
Benchmark 3: Culture, Climate, and Family Engagement 18
Benchmark 4: Financial Condition 22
Benchmark 5: Financial Management 23
Benchmark 6: Board Oversight and Governance 24
Benchmark 7: Organizational Capacity 26
Benchmark 8: Mission and Key Design Elements 30
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[1]

Name of Charter School	Neighborhood Charter School of Harlem
Board Chair	Patricia J. Soussloff
District of location	NYC CSD 6
Opening Date	Fall 2012
Charter Terms	• Initial Charter: August 20, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 680 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 680 students
Facilities	Grades 2 - 8: 691 Saint Nicholas Avenue, NY, NY 10030 - Private Space K - Grade 1: 421 West 145th Street, NY, NY 10031 - Private Space
Mission Statement	*The mission of the Neighborhood Charter School of Harlem is to provide the children of Harlem with new educational opportunities through a rigorous, comprehensive K-8 program that cultivates the intellectual, social and emotional development of each child. Our students, who include children with high-functioning Autism Spectrum Disorders, will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college-preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.*
Key Design Elements	• A specialized program of supports for high functioning children with ASD in an inclusive setting. • Collaborative team teaching with two certified teachers in each classroom. • Rigorous academic program. • A "no-excuse" approach to school design, with a focus on social emotional learning. • Longer school day and year. • Extensive teacher professional development and specialized training. • A partnership with YAI Autism Center to identify and screen children with signs of ASD in community early childhood programs
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

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

Noteworthy: Neighborhood Charter School of Harlem (NCSH) provides a challenging K-8 program that is fully inclusive for high functioning children with autism spectrum disorders (ASD) who comprise approximately 15 percent of the student population. In addition to students being served in Integrated Co-teaching (CT) classes, the school also addresses social emotional learning through "social club," which is small-group intervention led by speech language pathologists targeting social cognition and behavior.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	**Year 2 2018 to 2019**	**Year 3 2019 to 2020**	**Year 4 2020 to 2021**	**Year 5 2021 to 2022**
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	439	504	680	680	680

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	**Year 2 2023 to 2024**	**Year 3 2024 to 2025**	**Year 4 2025 to 2026**	**Year 5 2026 to 2027**
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	680	680	680	680	680

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

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

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 mid-term 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 Neighborhood Charter School of Harlem (NCSH) on October 13-14, 2021. The CSO SV team conducted interviews with the board of trustees, school leadership team, student support team, teachers, parents, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted remote fourteen classroom observations in K - Grade 8. The observations were approximately 20 minutes in length and conducted jointly with elementary and middle school principals. 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 Parent, Teacher, and Student Surveys' Results:**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2020-2021 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 2020 Notice of Deficiency and Corrective Action Plan; 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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 13 - 14, 2021 at NCSH, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **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.**	**Exceeds**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

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

Summary of Findings

- Neighborhood Charter School of Harlem (NCSH) is in year 10 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: exceeding one benchmark, meeting seven benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: Prior to the COVID-19 pandemic, NCSH continuously outperformed the community school district (CSD) of location and the state in NYS ELA, math, and Science Test results, for all students and for all special subgroups. It is especially notable that NCSH's students with disabilities outperformed the CSD of location and state's proficiency for all students. Although NCSH recently experienced a school leader transition, the new leadership team identified three priorities with the goals to improve organization, culture, and update the curriculum to reflect the school's commitment to diversity, equity, and inclusion. The school's board of trustees provides active oversight and fiscal management of the school, ensuring stability during the leadership transitions and providing needed supports during the COVID-19 pandemic.

- **Summary of Areas in Need of Improvement**: Although the school retains its special population subgroups at a higher rate than the district of location and state, it needs to continue its efforts to increase its enrollment of English language learners (ELLs) in NYC CSD 6, which when compared to the district is -22 percentage points below for the 2020-2021 school year. NCSH also needs to remedy deficiencies in its areas of noncompliance.

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: Exceeds

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

Summative Evidence for Benchmark 1:

Over the current charter term, the trajectory for this benchmark has improved from a Meets on its 2019-2020 mid-term site visit report to an Exceeds on this renewal site visit report. Previously, on the school's 2016-2017 renewal site visit report, this benchmark rating was an Exceeds. Note that NCSH was located in NYC CSD 5 prior to 2019 and as such comparisons to both NYC CSD 6 and 5 are included. As per Attachment 1, the school has consistently achieved double digit differentials significantly above both NYC CSD 5 and NYC CSD 6 for all students, students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students in both ELA and math from 2015-2016 through 2018-2019.

During the charter term, NCSH 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

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

Academic Program for Elementary School/Middle School:

- ES:
  - NCSH currently serves K through Grade 4.

- NCSH identifies its school as being a rigorous, standards-based learning model, along with an integrated social and emotional learning (SEL) curriculum.
- NCSH reports that the instruction of the school follows the Integrated Co-Teaching (ICT) model, with an emphasis on differentiated instruction to meet the range of student learning needs.

- MS:
  - NCSH currently serves Grades 5 through 8.
  - NCSH identifies its school as being a rigorous, standards-based learning model, along with an integrated SEL curriculum.
  - NCSH reports that the instruction of the school follows the ICT model, with an emphasis on differentiated instruction to meet the range of student learning needs.

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

- SWDs:
  - NCSH offers an inclusion program for students with high-functioning autism spectrum disorders (ASD). Students admitted into the ASD program in kindergarten are placed in small integrated co-teaching (ICT) classes, with four or five ASD students and eight to twelve others typically developing students.
  - NCSH has its own speech and language team to provide therapy and supports for students in the ASD program, as well as providing speech services for those students who have it mandated in their IEPs.
  - During the 2021-2022 school year, NCSH employed a director of special education, two SpEd coordinators, a supervising speech and language pathologist, five speech pathologists, and four BRIDGE teachers. The network employs an ASD coach and a behavior interventionist that also supports the school.
  - The school's lottery is weighted to give students with high-functioning ASD preference.
- ELLs:
  - NCSH offers an immersion program for students designated as ELLs, providing a majority of support through the school's Tier 1 supports. During the 2021-2022 school year, NCSH added a staff member, an ENL teacher for K to Grade 8, to focus on the school's ELLs.

Summative Evidence for Benchmark 2:

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

1. Element: ***Curriculum***:
   - **Indicator a:** According to NCSH's renewal application, the school implements a customized curriculum, across all core subjects, that is aligned to the NYSLS. The school-developed curriculum tools include curriculum maps, scope and sequences, unit overviews, lesson plan templates, and additional supporting materials that come from well-researched programs. The school reports that the ELA curriculum is loosely based on the *Teachers College Reading and Writing Project,* and that the school utilizes a balanced literacy approach for all grades. The school reports in its renewal application that it uses a variety of curricular resources for its math curriculum, including *Savvas*, *Context for Learning*, *Open-Up*, and *Cognitively Guided Instruction*. In addition to its core content subjects, NCSH offers a "specials" period with a rotation of enrichment classes, including art, dance, and physical education, all of which follow a standards-aligned curriculum map. The school also creates its own SEL curriculum, based on the Social Thinking framework to foster the

development of social competencies. During the school leadership focus group, the team discussed that when students were remote due to the COVID-19 pandemic, the school had to adjust the scope and pacing of the math curriculum to account for any additional challenges that students may have had with the concepts while not being able to utilize manipulatives and hands-on activities. On 2021 CSO Teacher Survey, 97 percent of teachers who responded somewhat or strongly agreed that the school has documented curriculum aligned to the New York State learning standards. Sixty teachers out of a possible 72 (83 percent response rate) responded to the survey.

- **Indicator b:** The renewal application indicates that teachers use a lesson plan template that are reviewed for rigor, accuracy in content, and student engagement. The renewal application further describes that the school has set a high standard of lesson planning for teachers, giving them training on it and expecting their peers and content coordinators to support them through the process. During the CSO remote site visit, NCSH school leadership 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, content directors and content coordinators create unit plans to ensure that there is alignment and consistency of rigor and content across subjects and grade levels.
- **Indicator c:** The school states in its renewal application that through the use of the same curricular tools and content coordinators, the school ensures both horizontal and vertical alignment of the curriculum. Further, the renewal application notes that the school ensures alignment and fidelity to the curriculum through coaching based on classroom observations. On the 2021 CSO Teacher Survey, 90 percent of the teachers who responded felt somewhat or strongly agreed that the curriculum is aligned horizontally across the same grade-level classrooms and 91 percent somewhat or strongly agreed that the curriculum is aligned vertically between grade levels.
- **Indicator d:** NCSH states in its renewal application that it trains teachers to differentiate instruction and scaffold lessons to make the content accessible to all students. The school also reports that the school's curriculum provides teachers with materials to serve a range of learning levels. According to responses on 2021 CSO Teacher Survey, NCSH uses small-group instruction, scaffolding, manipulatives and visuals, and modified 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 grouping for small group instruction.
- **Indicator e:** NCSH outlines its curriculum review process in its renewal application, stating that every year the school's leadership team makes revisions based on feedback from teachers and student data. The application further elaborates that any proposed changes to the curriculum are first piloted in a grade for a school year before fully implementing. During the school leadership team focus group, participants spoke about the strength of their curriculum directors and how the school's curriculum teams gathered feedback from staff to adjust the curriculum for both in person and remote learning, and then supported teachers in implementing. The school's self-evaluation and school leadership team, during the focus group, mentioned the school's current goal of integrating the seven hallmarks of ethnic studies into the curriculum, in alignment with the school's priority of centering diversity, equity, and inclusion (DEI) and ensuring the curriculum is culturally responsive. On the 2021 CSO Teacher Survey, 83 percent of teachers responding somewhat or strongly agreed that the curriculum is systematically reviewed and revised.

2. Element: ***Instruction***:
    - **Indicator a:** According to NCSH's renewal application, the school's instructional approach follows a co-teaching model and combines direct instruction, small group work, and individual work, codified through the school's curricula department by set guidelines on daily instructional requirements. The renewal application explains that the school's two-week intensive summer professional development institute includes a particular focus on instructional strategies. It further notes that for the 2020-2021 school year, the school adjusted their model to be online, but maintained a co-teaching model. In K to Grade 4, the school provided small group instruction for phonics, guided reading, and an additional ELA block, along with one core math block, science, and multiple intervention periods for both math and reading. In Grades 5 to 8, the school provided daily, synchronous instruction in ELA and math, twice weekly classes of science and history, and a weekly assessment day. On the 2021 CSO Teacher Survey, 88 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:** NCSH's renewal application mentions that the school trains teachers on how to increase student participation, limit teacher talking, and use rigorous questioning to foster student engagement. 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 small group discussion. On the 2021 CSO Teacher Survey, 92 percent of teachers who responded 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 NCSH uses formative, diagnostic, and summative assessments, including Fountas & Pinnell, Literably, Counting Jar, bi-weekly math and ELA quizzes, and standards-aligned, interim assessments in Grades 2-8. The renewal application notes that the school used to contract with ANet for its interim assessments; but moved to the curriculum directors developing them in-house starting in the 2019-2020 school year. In addition to the formal assessments, the school's renewal application mentions that the school uses frequent informal data, such as classroom observation, checks for understanding, and exit tickets. The board focus group mentioned that the daily informal assessments have allowed teachers to quickly monitor student progress and align to the formal assessments, ensuring that students have the content and mastery they need to move forward. During its focus group, teachers mentioned the use of Do Nows and exit tickets to gauge student mastery and identify which skills may be lagging. On the 2021 CSO Teacher Survey, 95 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 school's self-evaluation that NCSH uses systems like eDoctrina and Chartio to analyze the data to drive instruction. During the teacher focus group, participants spoke about the use of Educate, the school's student information system, along with shared spreadsheets and shared folders, that all serves as the knowledge management system, keeping everything in one place and all teachers and staff know how to access. The school's renewal application states that the school's assessment cycle and resulting student-level data facilitates implementing interventions at the earliest indication of need, with teachers and academic leaders reviewing student data on an ongoing basis and developing plans to address needs. During the school leadership team focus group, participants mentioned that based on student test data from the 2020-2021 school year, they designed foundational units in ELA for each grade to start off the 2021-2022 school year. The school leadership team compared

assessment data with historical testing data to gauge gaps in student proficiency and created the foundation units to address any learning loss. The school leadership team also spoke about the particular challenge with math during the remote learning period and how they administered end of year assessments in Grades 1-8 at the end of the 2020-2021 school year. Based on the student data, the school leaders determined the priority standards for the 2021-2022 school year and began the school year with a diagnostic assessment aligned with those standards. During the teacher focus group, participants discussed that they used student data to inform re-teaching, determine small groups, and identify any gaps. On the 2021 CSO Teacher Survey, 97 percent of teachers who responded affirmed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes.

- **Indicator c:** In its renewal application, NCSH states that teachers and academic leaders use student data, along with qualitative data from teacher observations, to analyze the cause of student challenges, identify any trends in student performance, and revise lessons, unit plans, scope and sequences. On the 2021 CSO Teacher Survey, 94 percent of teachers who responded agreed or strongly agreed that the school uses qualitative and quantitative to evaluate the quality and effectiveness of the academic program.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** In accordance with its mission, NCSH serves students with ASD in an inclusive setting, which necessitates strong systems to serve a range of learning needs. During the student support focus group, the staff spoke of how the special education coordinator collaborates with teachers, the curriculum coordinator, and BRIDGE teachers to ensure differentiation and responsiveness in the classroom. According to the school's renewal application, NCSH meets these diverse learning needs through its ICT model, Tier 1 strategies and supports checklist adapted from Bleiweiss, Hough, and Cohen's *Everyday Classroom Strategies and Practices for Supporting Children with Autism Spectrum Disorders*, and a BRIDGE program that provides additional supports. In addition, the renewal application states that the school provides related services to students, with speech and language therapy and counseling provided by school staff, including a supervising speech and language pathologist, five speech pathologists, a social worker, two school counselors, and a behavioral therapist. The school also utilizes Response to Intervention (RtI) to identify students in need of intervention and determine intervention strategies. According to the school's renewal application, NCSH supports ELLs through its Tier 1 supports, and if needed, through Tier 2 and 3 strategies as identified through the RtI process. During the 2021-2022 school year, NCSH added a staff member, an ENL teacher for K to Grade 8, to focus on the school's ELLs. According to the school's renewal application and 2019-2020 Mid-Term Site Visit Report, the school accommodated diverse learners during remote learning through creating small groups of 4-5 students and providing necessary resources, such as 1:1 technology, hot spots, sensory tools to students who have sensory needs, and individualized visual supports for SWD and ELLs. NCSH also ensured that students that needed or were mandated for more direct support were provided it, such as tele-therapy. On the 2021 CSO Teacher Survey, 93 percent of teachers who responded reported that the school differentiates instruction to ensure equity and access for all students.
    - **Indicator b:** NCSH's renewal application discusses that the school's ICT classrooms facilitate ongoing progress monitoring and communication regarding interventions, since all classrooms have both a general education and a special education teacher. Further, all general and special education teachers are trained in ELL strategies and supports. The renewal application also notes that the school's content and special education coordinators coach and monitor teachers weekly to ensure the RtI process is being followed and that communication among the team is occurring. During the student support focus group, staff spoke about how having all the student data in one

place and accessible to all staff has improved their ability to collaborate, more effectively and efficiently, and has allowed them to better support the teachers. On the 2021 CSO Teacher Survey, 93 percent of teachers who responded 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

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:
Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** According to NCSH's renewal application and student behavior and culture documentation, the school implements Positive Behavior Interventions and Supports (PBIS) for

its positive behaviors' framework. In addition, the school implements its NCS Behavior Matrix for both positive behavioral expectations and categories of behaviors with range of possible school responses, as well as a Behavioral Response to Intervention (RtI) to further support the school's tiered model of behavior intervention. Documentation review shows the school's current family handbooks details the school's practices of PBIS, NCS Behavior Matrix, and Behavioral RtI, including both in-person and remote behaviors. The family handbooks also include the school's discipline of student with special needs, short-term and long-term suspensions and expulsion processes, due process, and provision of services during removal. On the 2021 CSO Survey, 60 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 they felt the school was a safe place, where most students are calm and respectful. On the 2021 CSO Teacher Survey, 96 percent of the teachers who responded somewhat or strongly agreed that the school provides a safe environment.
- **Indicator c:** In NCSH'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. The school's discipline and DASA policies are available on the school's website, on the "Parent Association, Training, and Resources" page. The DASA policy includes the school's dignity act coordinator and that staff member's contact information, along with an incident reporting form. Documentation review shows that NCSH's family handbook, for both the elementary and middle schools, includes the school's student behavior and culture expectations and processes, such as the code of conduct, NCS behavior matrix, and due process. The handbooks are available on the school's website, in both English and Spanish, on the "Schedule, Calendar, Handbook, Contacts" page. On the 2021 CSO Teacher Survey, 92 percent of the teachers reported that they found NCSH generally free of bullying, discrimination, and harassment for students. During the student focus group, the students said that they thought there is a lot of diversity and school members are open to sharing their personal experiences with each other.
- **Indicator d:** The CSO remote site visit included 14 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, 99 percent of the teachers said that teacher-student interactions could be described as supportive and respectful.

2. Element: ***Family Engagement and Communication:***
    - **Indicator a:** According to NCSH's renewal application, the school utilizes multiples forms of communication with families including the school's website, phone calls, emails, a weekly newsletter, and platforms including Class Dojo, GoGuardian and Google Assignment. In addition, the school reports that it engages families through monthly Parent Associate meetings, regular town halls, and video updates from the executive director. During the parent focus group, comprised of six parents or guardians, participants confirmed that the school has strong communication with them, including through email, newsletter, text, the school calendar, and phone calls from teachers, and that throughout the COVID-19 pandemic, the school provided them with the needed technology, such as Chromebooks and hot spots. In addition, the parents mentioned that the school's board includes a parent member and the ASD program has a parent group. on the 2021 CSO Teacher Survey, 97 percent of the teachers who responded said that the school uses many methods of communication with families.
    - **Indicator b:** School leadership reports in the renewal application that teachers communicate with parents about their students' performance through emails, phone calls, classroom newsletters,

and quarterly report cards. Further, the school utilizes PowerSchool as its student information system, which parents can access to track their students' grades and classroom information. The school holds parent-teacher conferences, which the school held virtually due to the COVID-19 pandemic. On the 2021 CSO Teacher Survey, 92 percent of the teacher respondents said that parents receive regular and timely information on their child's academic progress in their home language.

- **Indicator c:** NCSH typically assesses family and student feedback and satisfaction through school-created family surveys, Parent Association meetings, and parent forums. The renewal application provided examples of school decisions that were made with family input, including whether to go fully remote for the 2020-2021 school year, opening up an in-person class in the spring of 2021, and any scheduling changes. During the parent focus group, participants spoke about the opportunity they had to participate in listening sessions held by the school. The board focus group discussed the importance of community input and voice and noted that they have two parent positions on the board. The school administered the 2021 CSO Parent Survey. However, only 8 percent of parents responded to the 2021 CSO Parent Survey. School leadership reports in the renewal application that they gather student feedback through input sessions, where they have an opportunity to give comment on curriculum and programming.
- **Indicator d:** NCSH has a written complaint process that describes the steps to escalate any concern or complaint and is included in the family handbook. On the 2021 CSO Teacher Survey, 86 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. The CSO Office received a number of informal complaints against the school during the 2019-2020 and 2020-2021 school year alleging a lack of communication with families regarding the school's remote program and COVID-19 pandemic plan. These complaints were discussed with the board chair and school leadership and a plan of action was implemented. The CSO has not received any informal complaints during the 2021-2022 school year.
- **Indicator e:** In NCSH's renewal application, the school leadership notes that they communicate school-level performance on the NYS tests with the community through newsletters, parent workshops, school bulletin boards, and the school's website. Document review confirmed that the school's website has a page dedicated to the school's NYS exam proficiency results, including how it compares to district-level, city-level, and state-level proficiency data, as well as the disaggregated data for SWDs and ELLs. The renewal application also mentions that students are included in data conversations and that the school ensures there is a common language about academic performance. On the 2021 CSO Surveys, 75 percent of the teachers 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.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** The school employs four deans of culture, an assistant principal of culture, a social worker, and two school counselors, as per the school's organizational chart, to provide social-emotional supports for the students. In the school's renewal application, school leadership reports that the methods the school uses to meet the social and emotional needs of the students include built in time in the school schedule that is dedicated to SEL development, "social club" for ASD students focused on teaching social skills through small group sessions, character building activities aligned to the school's LIGHT values, and student experience trips. The school leadership team focus group discussed how SEL has always been a priority at the school and how over the last couple of years the school has been more intentional and begun to integrate SEL into the academic curriculum, such as fostering student voice and self-advocacy. During the student

support focus group, the staff spoke about the increased SEL needs because of the COVID-19 pandemic that they are seeing as students return in person and how the school is increasing its social supports in response. Participants also spoke about some of the scheduled SEL time, such as morning meeting and Light Squad, as key to community building and giving students opportunity for emotional check ins. On the 2021 CSO Teacher Survey, 97 percent of the teachers who responded somewhat or strongly agreed that the NCSH has social, emotional, and mental health programs and supports for all students. During the parent focus group, the parents mentioned the SEL program in particular as a strong element of the school's offerings. The students in the focus group named the Light Squad as one of their favorite parts of school.

- **Indicator b:** According to the renewal application, NCSH primarily utilizes the systems of Class Dojo and Educator's Handbook to track social-emotional needs of students. The application further describes that Class Dojo tracks the points for positive behaviors, which are logged by teachers and analyzed by the deans and assistant principal of school culture, and Educator's Handbook to track behavioral data and determine any need interventions. During its focus group, student support staff spoke about the use of the student information system to track attendance and behavior data, along with the supports used, which has allowed them to create reports to identify trends, more efficiently and effectively collaborate with teachers, and better inform their decisions. The student support staff also spoke about the extending SEL supports to parents based on information staff was getting during remote learning. Some examples of the parent supports include virtual professional developments on supporting their child's emotional regulation at home and hot to set up the environment to support home learning, emotional support group, social opportunities, and training on connecting with each other. On the 2021 CSO Teacher Survey, 87 percent of the teachers who responded 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 leaders utilize the student information system, classroom observations, teacher input, and family feedback to gather data and assess impact of the school's social emotional support program. Further, the renewal application gives the example of teacher input in determining the types of schoolwide incentives systems and the amount of time spent on SEL programming for the in-person spring program. On the 2021 CSO Teacher Survey, 88 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: Meets

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

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

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

Financial Condition

Neighborhood Charter School of Harlem is part of the Neighborhood Charter Schools education corporation. Neighborhood Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation'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. Neighborhood Charter Schools' 2020-2021 composite score is 2.96.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00
2019-2020	2.52
2020-2021	2.96

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board currently is comprised of 12 members with relevant and diverse experience, including backgrounds in education, finance, law, architecture, and development, according to the school's BoT Membership Table in Attachment G of the renewal application. The school also shows in its renewal application that over the course of the charter term, eight board members left and seven members joined. Seven of the 12 board members were present for the board focus group, including the board president. The board focus group discussed that they are always conscious of maintaining a board composition with a diversity of expertise and perspective, and that the school's Friends of organization has served as a good pipeline for new members. The board focus group also spoke about how they ensure community voice and input by having two parent positions on the board.
   - **Indicator b:** NCSH's renewal application describes that ongoing improvement planning and mission alignment happens through annual goal setting with the executive director, monthly reporting to the board by the executive director, and setting short-term and long-term goals each summer to determine the priorities for the board for the year. The board focus group discussed that the current priorities are the school's facilities, maintaining fiscal sustainability, and considering implications of scaling.

- **Indicator c:** The board's committee structure supports oversight of academics and fiscal management, with finance, accountability, evaluation, nominating and governance, and executive committees, as indicated in the school's submitted BoT Membership Table in Attachment G of the renewal application. In addition, the board has real estate and development task forces, as per the school's submitted BoT Membership Table in Attachment G of the renewal application. The school's renewal application states that the board president meets weekly with the executive director to stay apprised of current issues in the school. During the school leadership team focus group, the executive director spoke about being in the process of designing a dashboard, including academic and behavioral data, as part of their monthly reporting to the board.
- **Indicator d:** According to the school's renewal application, the school's board reviews and approves any changes to school policies and handbooks, including the family and personnel handbooks, financial policies and procedures manual, student enrollment policy, code of ethics, conflicts of interest policy, whistleblower policy, and board compliance policy. Aside from utilizing board members with legal backgrounds, the board will hire legal counsel to review any policy changes that may have legal implications to ensure alignment with the school's charter and state and federal laws, as described in the school's renewal application.
- **Indicator e:** In the renewal application, NCSH outlines the process for the board conducting its annual self-evaluation, led by the nominating and governance committee, which includes administering a self-evaluation questionnaire and gathering the data to present to the board in a summer board meeting. The renewal application explains that the board uses the responses to determine their priorities and goals. In the renewal application, NCSH outlines the process for the board conducting its formal evaluation of the executive director, supported by its submitted documentation for its leadership goal setting and performance management process, led by the board's evaluation committee, which includes a 360-review survey, the executive director's job description, the executive director's annual goals, academic data, conversations with the principals, and parent satisfaction surveys. The renewal application explains that the board's evaluation committee leads the evaluation discussion at the end of the school year in an executive session to determine feedback for the executive director and any decisions on salary increases and/or bonus, resulting in a written report from the executive committee.
- **Indicator f:** The board appears to be aware of its legal obligations and 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. The board focus group provided the example of addressing potential conflicts of interest with one board member resigning in order for them to consult with the NCSH on school operations.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

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

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

- **Indicator a:** An executive director serves as the school lead for NCSH and reports to the NCSH board of trustees, as detailed in the school's organization chart. The executive director started with the school in July 2021. As part of the new hire, the school made the shift of having the chief

of schools and executive director into one position remaining with the title of executive director, instead of two separate ones. Along with the executive director, the school has two principals to cover the K-Grade 8 span; one oversees K- Grade 4 and one oversees Grades 5-8. The principals and the director of special education report into the executive director, as detailed in the school's organization chart. The school's renewal application also mentions that the executive director oversees curriculum directors, senior operations staff, and network directors, which was confirmed during the school leadership team focus group. During the school leadership team focus group, the executive director spoke about the challenges of the recent leadership transitions and that the school has three priorities: improving organizational culture, infusing ethnic studies into the curriculum, and clarifying the organizational structure. The school leaders also mentioned that they are working to improve the operations department by working with a consultant on an interim plan while they develop a clear vision of excellence for the operations leaders and more effective communication systems. The school's leadership team communicates the school's mission and goals through professional development, the leadership team's ongoing feedback and support, and staff satisfaction surveys. On the 2021 CSO Teacher Survey, 81 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.

- **Indicator b:** NCSH submitted an organization chart illustrating reporting structure and staff role titles. NCSH's organization chart clearly delineates staffing of the entire school. On the 2021 CSO Teacher Survey, 71 percent of teachers who responded indicated that they somewhat or strongly agreed that roles and responsibilities for NCSH's leaders, staff, management, and board members are clearly defined and adhered to. During the CSO remote site visit, the interviewed school leadership team and board members confirmed their roles and responsibilities, aligning with the submitted documentation.
- **Indicator c:** NCSH utilizes various communication systems including its organizational reporting structure, grade team meetings, faculty huddles, weekly newsletters, professional development, feedback surveys, and adherence to operational policies established in the parent and employee handbooks to ensure effective communication and decision-making across the school. In the 2021 CSO Teacher Survey, 80 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.
- **Indicator d:** NCSH's recruitment methods include advertising locally and nationally, outreach at the NYC Charter Center and Special Education Collaborative and attending job fairs and teacher recruitment days at local colleges and universities. The school's renewal application noted that the network has a director of talent, as well as worked with a vendor to develop a blind resume screening process to help eliminate bias. On the 2021 CSO Teacher Survey, 68 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. During the school leadership team focus group, the school leaders spoke about the challenges of returning to in-person learning from being fully remote, including getting the staff fully vaccinated, and that they met those head on by being transparent and giving teachers ongoing opportunities for feedback. The school's renewal application outlines the retention strategies the school finds have been effective, which include competitive compensation, team building and social events, and resource supports. On the 2021 CSO Teacher Survey, 69 percent of teachers who responded indicated that they somewhat or strongly agreed that there is a long-term career pathway and opportunities for professional growth for them at the school.

2. Element: ***Professional Climate:***
    - **Indicator a:** In addition to the executive director, the school employs two director of operations, three operations managers, an operations associate, as detailed in the school's organization chart to meet its operational needs. The school also relies upon network staff, including a director of finance, finance associate, director of facilities, technology associate, director of information technology, and director of human resources/talent, as detailed on the school's website, to meet its remaining operational, financial, human resources, and communication needs. On the 2021 CSO Teacher Survey, 80 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH 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 co-teaching model, including daily common preparation periods, built-in grade-level meetings, and weekly professional development, as its methods for teacher collaboration. During the teacher focus group, participants spoke about shared lesson planning at the elementary school and content collaboration across all grades at the middle school as examples of opportunities for them to coordinate and communicate. Participants also mentioned less formal communication structures, such as using the slack channel and texting, for check ins and ways in which they will touch base with each other throughout the day. According to the 2021 CSO Teacher Survey, 98 percent of respondents reported that staff collaborate through team meetings, 75 percent said department meetings, 88 percent said staff meetings, 80 percent said informal planning time, and 87 percent said teacher/professional leadership meetings. On the 2021 CSO Teacher Survey, when asked to describe school meetings, such as faculty, staff, grade-level, curricular, child study, and the like, 82 percent of teachers responding said they were well-organized, 75 percent said they were well attended, 80 percent said they focused on relevant content, and 32 percent said they were recognized by all faculty as valuable. On the 2021 CSO Teacher Survey, 88 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH has established procedures for effective collaboration among teachers.
    - **Indicator c:** The NCSH's renewal application describes its summer institute, in-school bi-monthly professional development days, external trainings, and goal setting, as its primary professional development opportunities. The teacher focus group spoke about topics for professional development sessions that they have attended, such as classroom management, writing workshops, Socratic seminars, and social thinking. According to the 2021 CSO Teacher Survey, the school has a teaching staff with a range of teaching experience with 2 percent having 7 years or more, 32 percent having 4-6 years, and 67 percent having 3 years or less. In NCSH's renewal application, school leadership notes that they determine the school's professional development programming by observing areas of growth in the teaching staff and analyzing student performance data. On the 2021 CSO Teacher Survey, 75 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH ensures that staff has requisite skills, expertise, and professional development necessary to meet all students' needs.
    - **Indicator d:** In NCSH's submitted renewal documentation, school leadership details its teacher evaluation process, which includes a teacher evaluation rubric assessing four domains, ongoing weekly classroom observations by school leader, two formal observations, and an end of year meeting. During its focus group, school leadership spoke about a recent shift in the teacher evaluation process with the new executive director, by gathering feedback from the teachers and deciding to develop a feedback journal process to capture all feedback, including conversations, meetings, peer feedback, coaching, in one place and ensure consistent, aligned, and purposeful feedback. During its focus group, teachers spoke about how during the COVID-19 pandemic the school has moved away from the formal evaluation to be more holistic and incorporate teacher

input with less formal observations and cumulative data and mentioned the new feedback journal and goal-setting process. Further, the teachers noted that the school had a meeting to explain the new process and that they were able to set their own goals they wanted to achieve this year. Ninety-two percent of teachers who responded to 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, NCSH's methods to gather teacher feedback and determine teacher satisfaction seem to be through organizational health and school satisfaction surveys administered two to three times a year, network-level DEI related surveys, leadership 360 surveys, and teacher forums, such as grade-team meetings, faculty huddles, and regular staff one to ones. In the school's self-evaluation, the school leadership discussed that one of their new operating values in the 2021-2022 school year is improving the feedback cycle, citing examples of holding DEI professional development sessions that focus on how the instructional leaders can better given and receive feedback and administering a curriculum survey to all staff for their perspectives on how to improve the curriculum. On the 2021 CSO Teacher Survey, 92 percent of teachers who responded indicated that they somewhat or strongly agreed that NCSH has mechanisms to solicit teacher and staff feedback to gauge their satisfaction and noted one-to-one meetings, team meetings, surveys, emails, and town halls as some examples of how the school leadership team solicits feedback from staff.

3. Element: ***Contractual Relationships***:
    - **Indicator a:** N/A
    - **Indicator b:** N/A
    - **Indicator c:** In the renewal application, NCSH explains that once a contract has been signed, a designated staff member serves as the main point of contact for the service provider and performs an oversight role with them, including weekly or monthly meetings to ensure the contractual agreements are me. its process for its annual review of contracted vendors and service providers. The renewal application mentions that the school's initial process of choosing and signing with a service provider or major partner is selective and that the school reviews all contracts carefully and requires them have explicit service descriptions.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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 board and leadership team focus groups spoke about maintaining high expectations, ensuring fidelity to the co-teaching model throughout challenges with the COVID-19 pandemic, continuing the ASD program, and using data to monitor students' progress and make instructional decisions, four of the school's key design elements. On the school's website, "About NCS" section, it includes the school's values of LIGHT: Learning, Integrity, Good Citizenship, Hard Work, and Teamwork, and descriptions of the school's academics and culture, including "rigorous academics and a well-rounded curriculum,' "longer school day and school year, "structure and high expectations," and "partnership with families," all of which align to the school's key design elements.
   - **Indicator b:** NCSH 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. Further, the school leadership team spoke about maintaining the continuity of the school's key design elements through the network leader transition because of the stability of the school-based leadership. Examples of how the school exhibited its key design elements include: as noted in the school's renewal application and observed during the site visit, the school has a daily period called "literacy centers" (literacy focus); longer school day and school year evidenced in the school's submitted 2021-2022 instructional school calendar and master schedule; development of foundational units in ELA tailored for each grade based on observations and previous year's student test data (data driven instruction); the continued lottery preference for students with ASD indicate the school's commitment to its specialized inclusion program for students on the autism spectrum; two certified teachers in each classroom as confirmed through classroom observations during the CSO remote site visit and the staff roster; as discussed during the school leadership focus group, the new addition of having DEI professional development as a component of the professional development program; as discussed during the student support focus group, the school providing professional development to parents as they navigated remote learning; Light Squad class, which was observed during the CSO remote site visit, that focuses on social and emotional learning; as discussed in the renewal application, ensuring that all students took

science classes during remote learning; as discussed during the school leadership focus group, the school works in concert with the YAI Autism Center for their expertise and to ensure the school addresses all the students' needs; as discussed during the teacher focus group, the school increased workshop-based ELA professional developments to provide extensive training on Socratic seminars and writing workshops; and as discussed in the school leadership focus group, the school has been ensuring rigorous curriculum through the curriculum teams developing curriculum that is meaningfully implemented in person and online, with feedback from teachers.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark declined from a Meets to an Approaches. The school has improved its ELL enrollment from 8 percent to 13 percent; but it still remains -22 percentage points below NYC CSD 6. Note that NCSH was located in NYC CSD 5 prior to 2019 and as such comparisons to both NYC CSD 6 and NYC CSD 5 are included.

1. Element: ***Target are met:***
   - **Indicator a:** NCSH maintains a waitlist of students. Although the school overenrolled its contracted enrollment in the 2017-2018 and 2018-2019 school years, the school enrolled 100 percent of its target enrollment in the 2019-2020 school year. The school is at 99 percent enrollment for the 2020-2021 school year. NCSH's enrollment of subgroups is compared to both NYC CSD 5 and NYC CSD 6. Compared to NYC CSD 6, the school has consistently enrolled a greater percentage of SWDs (currently +7 percentage points) and has increased its enrollment of ED students over the charter term (currently +5). The school is currently reporting an equal percentage of ED students to NYC CSD 5. NCSH exceeds both NYC CSD 5 and 6 in retention for all subgroup populations for each year of the current charter term. Current enrollments are for 2020-2021.
2. Element: ***Targets are not met:***

- **Indicator a:** In the 2020-2021 school year, NCSH enrolled 13% ELLs, a -22 percentage-point differential to NYC CSD 6. The school increased its ELL enrollment from 12% in the 2019-2020 school year to 13% in the 2020-2021 school year, leaving only a -2 percentage-point differential to NYC CSD 5). Also in the 2020-2021 school year, the school enrolled 33% SWDs, which is +7 percentage points greater than NYC CSD 6; and enrolled 33% SWDs, which is an -8 percentage-point differential to NYC CSD 5.
- **Indicator b:** According to the school's submitted efforts for meeting enrollment and retention targets, efforts include:
  - the school participates in the charter school common application,
  - sends mailings to organizations that serve target groups and all families with kindergarten and first grade aged children in the district of location,
  - advertises across all social media platforms and holds virtual information sessions with local pre-schools that serve children with disabilities.
  - Since NCSH struggles to enroll ELLs, the efforts the school noted specifically for that subgroup include translating recruitment materials, mailings, and application in Spanish and French, and having Spanish-speaking staff available at all information session to translate. In addition, the school's website has a translate feature that allows the site to be translated into Spanish, French, and Chinese, among other languages.
  - During the school leadership team focus group, the team discussed the challenges of not being able to hold in-person tours in the 2019-2020 school year due to the COVID-19 pandemic and how are thinking about how to use the tours more in the future, along with a project to develop a video about the school to attract families.
- **Indicator c:** According to NCSH's self-evaluation and supported by discussion with the school leadership team, the school increased staffing for the enrollment process from having one person manage the process for both Neighborhood Charter Schools to having an additional person, who will focus solely on NCSH's recruitment, enrollment, and retention.

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

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

Summative Evidence for Benchmark 10:

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

1. Element: ***Legal Compliance:***
   - **Indicator a:** NCSH has submitted the required Certificate of Occupancy and fire inspection for the 421 West 145th Street facility after it submitted the 2020-2021 Annual Report due to the timing of a new lease, work to be completed, and the occupancy date. Based on a CSO review of the 2020-2021 Annual Report, the school had uncategorized uncertified teachers in the 2020-2021 school year; and it did not submit required links to critical documents on its website, including a link the NYS Report Card on its website, and the FOIL subject matter list mentioned in the FOIL Policy is missing. The link to the DASA policy was provided; but the DASA policy does not include all of the components set forth in Education Law §13. The school will work with the CSO to review what components are needed. The school has a history of teacher certification noncompliance; but it is working to address this issue. In the school's renewal application, the school leadership team acknowledged the teacher certification issue and noted that their plan to address it includes partnering with the Relay Graduate School of Education and contracting with the New York City Charter School Center for its service to help teachers attain NYS certification. In order to monitor the school's progress made with teacher certification compliance, the renewal application notes that the executive director reports on the status to the board. The school retains legal counsel to ensure that it remains in compliance with all applicable state and federal laws.
   - **Indicator b:** The NYSED CSO issued the school a Notice of Deficiency in February 2020 because the school failed to enroll a comparable number of ELLs to NYC CSD 5 in the 2019-2020 school year (Note that NCSH was located in NYC CSD 5 prior to 2019 and as such comparisons to both NYC CSD 6 and NYC CSD 5 are included). NCSH submitted a Corrective Action Plan (CAP) on March 2, 2020 that detailed its strategies to address the deficiency, including: an audit of current students' record to confirm ELL status, outreach to families in the neighborhood, translated

recruitment materials and application in Spanish, and improved communication with and supports for enrolled non-English speaking families. The school reported in its CAP that it would measure progress towards its ELLs enrollment goal through meeting milestones including increased applications from ELLs (at least 25 percent of applications) and increased percentage of ELLs of new students enrolled in the fall of 2021 (at least 25 of new students).

- **Indicator c:** During the charter term, NCSH requested and received BoR approval for one material revision request, and CSO approval for one non-material revision request. The revisions included increasing the school's maximum enrollment and temporary use of a second facility for two grade levels, respectively.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
NEIGHBORHOOD CHARTER SCHOOL OF HARLEM	310500861015	672

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 # 5
Total Public School Enrollment of Resident Students attending Charter Schools:	36%
Additional School District: (if applicable)*	NEW YORK CITY GEOGRAPHIC DISTRICT # 6
Total Public School Enrollment of Resident Students attending Charter Schools:	21%
Grades Served:	Elementary
Address:	691 ST NICHOLAS AVE NEW YORK NY 10030
Website:	www.ncsharlem.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - MANHATTAN
Regent:	NAN EILEEN MEAD
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	LINDSAY MALANGA
CEO Phone:	(646) 701-7117
CEO Email:	lmalanga@ncschools.org
BOT President:	PATRICIA SOUSSLOFF
BOT President Phone:	(917) 743-7476
BOT President Email:	patriciasoussloff@mac.com
Institution ID:	800000071078

BoR Charter School Office Information

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

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	674	51	8%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	60	-

***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

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

2018-2019

NEIGHBORHOOD CS OF HARLEM			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle School	+/- 5	CESAR E CHAVEZ SCHOOL	+38	+49	+20	.
		EXPLORE EXCEED CHARTER SCHOOL	+26	+30	+50	.
		PS 109	+30	+53	+42	.
		RIVERSIDE SCHOOL FOR MAKERS-ARTISTS	+30	+52	+31	.
		SOUTHSIDE ELEMENTARY SCHOOL	+44	+60	+50	.
		WILLIAM BOYCE THOMPSON SCHOOL	+37	+50	+15	.
		Mean	+34	+49	+35	.
	+/- 7.5	EDWARD SMITH K-8 SCHOOL	+33	+54	+58	.
		EXPLORE EMPOWER CHARTER SCH	+22	+25	+36	.
		LEXINGTON ACADEMY (THE)	+36	+53	+39	.
		LORRAINE ELEMENTARY SCHOOL	+34	+50	+54	.
		PS 105 BAY SCHOOL (THE)	+44	+64	+42	.
		PS 140 NATHAN STRAUS	+40	+59	+72	.
		PS 178 SAINT CLAIR MCKELWAY	+32	+52	+34	.
		PS 27 HILLERY PARK ACADEMY	+41	+61	+37	.
		PS 81	+27	+43	+36	.
		ROBERTS K-8 SCHOOL	+50	+64	+58	.
		Mean	+36	+53	+47	.
	+/- 10	ACHIEVEMENT FIRST BUSHWICK CHARTER	-8	-9	+26	.
		BENNETT PARK MONTESSORI SCHOOL	+42	+63	+70	.
		BRONX CHARTER SCHOOL FOR THE ARTS	+30	+35	+28	.
		CHILDREN'S AID COLLEGE PREP CHARTER	+24	+43	+3	.
		DR LYDIA T WRIGHT SCH OF EXCELLENCE	+49	+69	+67	.
		EXCELLENCE BOYS CHAR SCH-BED STUY	+10	+10	+28	.
		EXPLORE EXCEL CHARTER SCHOOL	+20	+25	+37	.
		GRIMES SCHOOL	+34	+47	+22	.
		HARBOR SCI & ARTS CHARTER SCHOOL	+22	+50	+38	.
		HARLEM HEBREW LANGUAGE ACADEMY	+26	+39	+19	.
		JAMES WELDON JOHNSON SCHOOL	+37	+56	+43	.
		LOVEJOY DISCOVERY SCHOOL #43	+49	+63	+49	.
		PAVE ACADEMY CHARTER SCHOOL	+7	+23	+73	.
		PFC WILLIAM J GRABIARZ #79	+39	+55	+44	.
		PS 108 ASSEMBLYMAN ANGELO DEL TORO	+39	+57	+39	.
		PS 138	+13	+22	+17	.
		PS 15 INST FOR ENVIRON LRNG	+15	+24	+27	.
		PS 180 HUGO NEWMAN	+35	+52	+56	.
		PS 181	+41	+54	+66	.
		PS 214	+40	+58	+64	.
		PS 37 MULTIPLE INTELLIGENCE SCHOOL	+34	+47	+37	.
		PS 69 HOUGHTON ACADEMY	+40	+52	+32	.
		PS 71 ROSE E SCALA	+21	+29	+27	.
		PS/IS 45 HORACE E GREENE	+32	+54	+40	.
		PS/MS 200 MAGNET SCHOOL-GLOBAL STUDI	+8	+29	+18	.

1/24/2022

Benchmark 1 - Indicator 1: Similar Schools Comparison

		PS/MS 31 WILLIAM LLOYD GARRISON	+34	+54	+53	.
		PS/MS 498 VAN NEST ACADEMY	+18	+22	+17	.
		SCHOOL 13	+40	+51	+12	.
		SCHOOL 29	+33	+40	+6	.
		STATEN ISLAND SCH-CIVIC LEADERSHIP	+8	+26	+18	.
		Mean	+28	+41	+36	.
		Mean	+30	+45	+38	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

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%

Neighborhood CS of Harlem	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	84%	77%	-	82%	77%	54%	-	74%
2016-2017	62%	46%	-	62%	70%	57%	-	69%
2017-2018	70%	48%	55%	68%	75%	56%	82%	74%
2018-2019	66%	44%	73%	63%	79%	64%	56%	76%

**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:

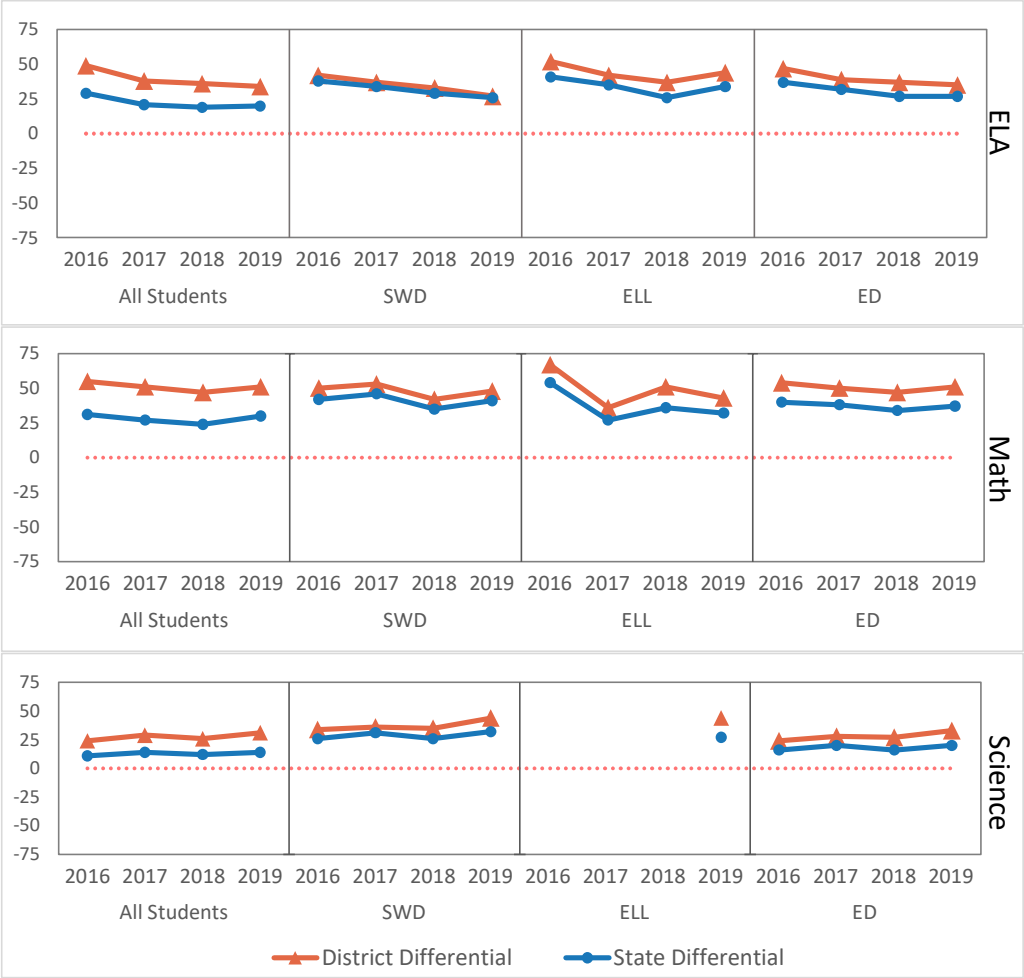
Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Neighborhood Charter School of Harlem and New York City CSD 6

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Neighborhood Charter School of Harlem and New York City CSD 5



**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				
		Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS
All Students	2015-2016	70%	29%	+41	41%	+29	75%	29%	+46	44%	+31	100%	78%	+22	89%	+11
	2016-2017	61%	30%	+31	40%	+21	72%	31%	+41	45%	+27	100%	74%	+26	86%	+14
	2017-2018	65%	37%	+28	46%	+19	72%	35%	+37	48%	+24	100%	81%	+19	88%	+12
	2018-2019	65%	38%	+27	45%	+20	78%	39%	+39	48%	+30	100%	77%	+23	86%	+14
SWD	2015-2016	50%	12%	+38	12%	+38	59%	15%	+44	17%	+42	100%	64%	+36	74%	+26
	2016-2017	46%	10%	+36	12%	+34	64%	16%	+48	18%	+46	100%	60%	+40	69%	+31
	2017-2018	46%	17%	+29	17%	+29	55%	18%	+37	20%	+35	100%	68%	+32	74%	+26
	2018-2019	41%	15%	+26	15%	+26	60%	18%	+42	19%	+41	100%	60%	+40	68%	+32
ELL	2015-2016	60%	13%	+47	19%	+41	80%	15%	+65	26%	+54	-	-	-	-	-
	2016-2017	50%	10%	+40	15%	+35	50%	13%	+37	23%	+27	-	-	-	-	-
	2017-2018	53%	19%	+34	27%	+26	68%	20%	+48	32%	+36	-	-	-	-	-
	2018-2019	60%	18%	+42	26%	+34	64%	22%	+42	32%	+32	100%	64%	+36	73%	+27
ED	2015-2016	67%	25%	+42	30%	+37	73%	25%	+48	33%	+40	100%	77%	+23	84%	+16
	2016-2017	61%	25%	+36	29%	+32	71%	27%	+44	33%	+38	100%	72%	+28	80%	+20
	2017-2018	63%	32%	+31	36%	+27	70%	31%	+39	36%	+34	100%	78%	+22	84%	+16
	2018-2019	62%	33%	+29	35%	+27	75%	35%	+40	38%	+37	100%	75%	+25	80%	+20

**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.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				
		Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS
All Students	2015-2016	70%	21%	+49	41%	+29	75%	20%	+55	44%	+31	100%	76%	+24	89%	+11
	2016-2017	61%	23%	+38	40%	+21	72%	21%	+51	45%	+27	100%	71%	+29	86%	+14
	2017-2018	65%	29%	+36	46%	+19	72%	25%	+47	48%	+24	100%	74%	+26	88%	+12
	2018-2019	65%	31%	+34	45%	+20	78%	27%	+51	48%	+30	100%	69%	+31	86%	+14
SWD	2015-2016	50%	8%	+42	12%	+38	59%	9%	+50	17%	+42	100%	66%	+34	74%	+26
	2016-2017	46%	9%	+37	12%	+34	64%	11%	+53	18%	+46	100%	64%	+36	69%	+31
	2017-2018	46%	13%	+33	17%	+29	55%	13%	+42	20%	+35	100%	65%	+35	74%	+26
	2018-2019	41%	14%	+27	15%	+26	60%	12%	+48	19%	+41	100%	56%	+44	68%	+32
ELL	2015-2016	60%	8%	+52	19%	+41	80%	13%	+67	26%	+54	-	-	-	-	-
	2016-2017	50%	8%	+42	15%	+35	50%	14%	+36	23%	+27	-	-	-	-	-
	2017-2018	53%	16%	+37	27%	+26	68%	17%	+51	32%	+36	-	-	-	-	-
	2018-2019	60%	16%	+44	26%	+34	64%	21%	+43	32%	+32	100%	56%	+44	73%	+27
ED	2015-2016	67%	20%	+47	30%	+37	73%	19%	+54	33%	+40	100%	76%	+24	84%	+16
	2016-2017	61%	22%	+39	29%	+32	71%	21%	+50	33%	+38	100%	72%	+28	80%	+20
	2017-2018	63%	26%	+37	36%	+27	70%	23%	+47	36%	+34	100%	73%	+27	84%	+16
	2018-2019	62%	27%	+35	35%	+27	75%	24%	+51	38%	+37	100%	67%	+33	80%	+20

**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				
		Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	62%	30%	+32	42%	+20	75%	29%	+46	44%	+31	-	-	-	-	-
	2016-2017	64%	34%	+30	43%	+21	76%	36%	+40	48%	+28	-	-	-	-	-
	2017-2018	64%	40%	+24	51%	+13	79%	45%	+34	54%	+25	-	-	-	-	-
	2018-2019	67%	45%	+22	52%	+15	81%	48%	+33	55%	+26	-	-	-	-	-
Grade 4	2015-2016	77%	28%	+49	41%	+36	75%	28%	+47	45%	+30	100%	78%	+22	89%	+11
	2016-2017	60%	30%	+30	41%	+19	62%	28%	+34	43%	+19	100%	74%	+26	86%	+14
	2017-2018	71%	39%	+32	47%	+24	73%	36%	+37	48%	+25	100%	81%	+19	88%	+12
	2018-2019	59%	41%	+18	48%	+11	65%	39%	+26	50%	+15	100%	77%	+23	86%	+14
Grade 5	2016-2017	59%	26%	+33	35%	+24	78%	28%	+50	43%	+35	-	-	-	-	-
	2017-2018	45%	29%	+16	37%	+8	59%	29%	+30	44%	+15	-	-	-	-	-
	2018-2019	55%	31%	+24	38%	+17	88%	39%	+49	46%	+42	-	-	-	-	-
Grade 6	2017-2018	82%	38%	+44	49%	+33	79%	28%	+51	44%	+35	-	-	-	-	-
	2018-2019	71%	39%	+32	47%	+24	72%	35%	+37	47%	+25	-	-	-	-	-
Grade 7	2018-2019	72%	32%	+40	40%	+32	81%	33%	+48	43%	+38	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	62%	21%	+41	42%	+20	75%	22%	+53	44%	+31	-	-	-	-	-
	2016-2017	64%	23%	+41	43%	+21	76%	25%	+51	48%	+28	-	-	-	-	-
	2017-2018	64%	32%	+32	51%	+13	79%	33%	+46	54%	+25	-	-	-	-	-
	2018-2019	67%	36%	+31	52%	+15	81%	33%	+48	55%	+26	-	-	-	-	-
Grade 4	2015-2016	77%	21%	+56	41%	+36	75%	18%	+57	45%	+30	100%	76%	+24	89%	+11
	2016-2017	60%	24%	+36	41%	+19	62%	18%	+44	43%	+19	100%	71%	+29	86%	+14
	2017-2018	71%	29%	+42	47%	+24	73%	22%	+51	48%	+25	100%	74%	+26	88%	+12
	2018-2019	59%	29%	+30	48%	+11	65%	28%	+37	50%	+15	100%	69%	+31	86%	+14
Grade 5	2016-2017	59%	21%	+38	35%	+24	78%	21%	+57	43%	+35	-	-	-	-	-
	2017-2018	45%	22%	+23	37%	+8	59%	23%	+36	44%	+15	-	-	-	-	-
	2018-2019	55%	25%	+30	38%	+17	88%	25%	+63	46%	+42	-	-	-	-	-
Grade 6	2017-2018	82%	32%	+50	49%	+33	79%	21%	+58	44%	+35	-	-	-	-	-
	2018-2019	71%	38%	+33	47%	+24	72%	31%	+41	47%	+25	-	-	-	-	-
Grade 7	2018-2019	72%	25%	+47	40%	+32	81%	20%	+61	43%	+38	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	42%	13%	+29	13%	+29	63%	15%	+48	18%	+45	-	-	-	-	-
	2016-2017	46%	11%	+35	15%	+31	71%	17%	+54	22%	+49	-	-	-	-	-
	2017-2018	57%	20%	+37	23%	+34	70%	28%	+42	28%	+42	-	-	-	-	-
	2018-2019	43%	17%	+26	22%	+21	63%	25%	+38	27%	+36	-	-	-	-	-
Grade 4	2015-2016	62%	11%	+51	11%	+51	54%	15%	+39	16%	+38	100%	64%	+36	74%	+26
	2016-2017	53%	11%	+42	13%	+40	53%	16%	+37	16%	+37	100%	60%	+40	69%	+31
	2017-2018	56%	16%	+40	19%	+37	52%	18%	+34	20%	+32	100%	68%	+32	74%	+26
	2018-2019	36%	16%	+20	18%	+18	40%	19%	+21	21%	+19	100%	60%	+40	68%	+32
Grade 5	2016-2017	36%	9%	+27	9%	+27	64%	14%	+50	15%	+49	-	-	-	-	-
	2017-2018	21%	12%	+9	11%	+10	47%	13%	+34	16%	+31	-	-	-	-	-
	2018-2019	38%	10%	+28	11%	+27	69%	14%	+55	17%	+52	-	-	-	-	-
Grade 6	2017-2018	46%	19%	+27	16%	+30	46%	12%	+34	14%	+32	-	-	-	-	-
	2018-2019	53%	18%	+35	15%	+38	61%	13%	+48	15%	+46	-	-	-	-	-
Grade 7	2018-2019	30%	12%	+18	10%	+20	70%	14%	+56	12%	+58	-	-	-	-	-

**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:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	42%	6%	+36	13%	+29	63%	11%	+52	18%	+45	-	-	-	-	-
	2016-2017	46%	8%	+38	15%	+31	71%	15%	+56	22%	+49	-	-	-	-	-
	2017-2018	57%	20%	+37	23%	+34	70%	22%	+48	28%	+42	-	-	-	-	-
	2018-2019	43%	17%	+26	22%	+21	63%	14%	+49	27%	+36	-	-	-	-	-
Grade 4	2015-2016	62%	9%	+53	11%	+51	54%	8%	+46	16%	+38	100%	66%	+34	74%	+26
	2016-2017	53%	10%	+43	13%	+40	53%	9%	+44	16%	+37	100%	64%	+36	69%	+31
	2017-2018	56%	14%	+42	19%	+37	52%	13%	+39	20%	+32	100%	65%	+35	74%	+26
	2018-2019	36%	17%	+19	18%	+18	40%	18%	+22	21%	+19	100%	56%	+44	68%	+32
Grade 5	2016-2017	36%	9%	+27	9%	+27	64%	8%	+56	15%	+49	-	-	-	-	-
	2017-2018	21%	10%	+11	11%	+10	47%	12%	+35	16%	+31	-	-	-	-	-
	2018-2019	38%	11%	+27	11%	+27	69%	13%	+56	17%	+52	-	-	-	-	-
Grade 6	2017-2018	46%	9%	+37	16%	+30	46%	4%	+42	14%	+32	-	-	-	-	-
	2018-2019	53%	15%	+38	15%	+38	61%	10%	+51	15%	+46	-	-	-	-	-
Grade 7	2018-2019	30%	8%	+22	10%	+20	70%	5%	+65	12%	+58	-	-	-	-	-

**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				
		Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	50%	25%	**+25**	33%	**+17**	63%	31%	**+32**	40%	**+23**	-	-	**-**	-	**-**
	2018-2019	38%	23%	**+15**	33%	**+5**	75%	31%	**+44**	39%	**+36**	-	-	**-**	-	**-**
Grade 4	2018-2019	50%	25%	**+25**	33%	**+17**	50%	27%	**+23**	38%	**+12**	100%	64%	**+36**	73%	**+27**
Grade 5	2017-2018	20%	13%	**+7**	20%	**0**	80%	14%	**+66**	28%	**+52**	-	-	**-**	-	**-**
Grade 6	2018-2019	100%	16%	**+84**	22%	**+78**	60%	16%	**+44**	26%	**+34**	-	-	**-**	-	**-**

**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				
		Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	50%	23%	**+27**	33%	**+17**	63%	28%	**+35**	40%	**+23**	-	-	**-**	-	**-**
	2018-2019	38%	20%	**+18**	33%	**+5**	75%	28%	**+47**	39%	**+36**	-	-	**-**	-	**-**
Grade 4	2018-2019	50%	20%	**+30**	33%	**+17**	50%	23%	**+27**	38%	**+12**	100%	56%	**+44**	73%	**+27**
Grade 5	2017-2018	20%	13%	**+7**	20%	**0**	80%	14%	**+66**	28%	**+52**	-	-	**-**	-	**-**
Grade 6	2018-2019	100%	15%	**+85**	22%	**+78**	60%	17%	**+43**	26%	**+34**	-	-	**-**	-	**-**

**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				
		Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	60%	26%	+34	31%	+29	74%	25%	+49	33%	+41	-	-	-	-	-
	2016-2017	63%	28%	+35	32%	+31	74%	31%	+43	37%	+37	-	-	-	-	-
	2017-2018	62%	35%	+27	40%	+22	75%	41%	+34	43%	+32	-	-	-	-	-
	2018-2019	65%	39%	+26	42%	+23	79%	44%	+35	44%	+35	-	-	-	-	-
Grade 4	2015-2016	74%	25%	+49	30%	+44	72%	25%	+47	33%	+39	100%	77%	+23	84%	+16
	2016-2017	61%	25%	+36	31%	+30	61%	24%	+37	31%	+30	100%	72%	+28	80%	+20
	2017-2018	71%	34%	+37	37%	+34	71%	31%	+40	37%	+34	100%	78%	+22	84%	+16
	2018-2019	55%	37%	+18	38%	+17	60%	35%	+25	39%	+21	100%	75%	+25	80%	+20
Grade 5	2016-2017	60%	22%	+38	25%	+35	79%	25%	+54	31%	+48	-	-	-	-	-
	2017-2018	47%	25%	+22	27%	+20	59%	25%	+34	32%	+27	-	-	-	-	-
	2018-2019	52%	26%	+26	28%	+24	88%	34%	+54	36%	+52	-	-	-	-	-
Grade 6	2017-2018	79%	34%	+45	39%	+40	79%	25%	+54	32%	+47	-	-	-	-	-
	2018-2019	70%	35%	+35	37%	+33	69%	32%	+37	36%	+33	-	-	-	-	-
Grade 7	2018-2019	67%	29%	+38	30%	+37	79%	29%	+50	32%	+47	-	-	-	-	-

**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:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	60%	20%	+40	31%	+29	74%	22%	+52	33%	+41	-	-	-	-	-
	2016-2017	63%	22%	+41	32%	+31	74%	24%	+50	37%	+37	-	-	-	-	-
	2017-2018	62%	28%	+34	40%	+22	75%	30%	+45	43%	+32	-	-	-	-	-
	2018-2019	65%	34%	+31	42%	+23	79%	31%	+48	44%	+35	-	-	-	-	-
Grade 4	2015-2016	74%	21%	+53	30%	+44	72%	17%	+55	33%	+39	100%	76%	+24	84%	+16
	2016-2017	61%	24%	+37	31%	+30	61%	18%	+43	31%	+30	100%	72%	+28	80%	+20
	2017-2018	71%	26%	+45	37%	+34	71%	21%	+50	37%	+34	100%	73%	+27	84%	+16
	2018-2019	55%	26%	+29	38%	+17	60%	25%	+35	39%	+21	100%	67%	+33	80%	+20
Grade 5	2016-2017	60%	20%	+40	25%	+35	79%	20%	+59	31%	+48	-	-	-	-	-
	2017-2018	47%	21%	+26	27%	+20	59%	22%	+37	32%	+27	-	-	-	-	-
	2018-2019	52%	23%	+29	28%	+24	88%	24%	+64	36%	+52	-	-	-	-	-
Grade 6	2017-2018	79%	27%	+52	39%	+40	79%	17%	+62	32%	+47	-	-	-	-	-
	2018-2019	70%	33%	+37	37%	+33	69%	26%	+43	36%	+33	-	-	-	-	-
Grade 7	2018-2019	67%	21%	+46	30%	+37	79%	16%	+63	32%	+47	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Neighborhood CS of Harlem	NYS	Differential to NYS	Charter Total Tested	Neighborhood CS of Harlem	NYS	Differential to NYS	Charter Total Tested	Neighborhood CS of Harlem	NYS	Differential to NYS	Charter Total Tested	Neighborhood CS of Harlem	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	20	100%	100%	0	-	-	-	-	-	-	-	-	17	100%	100%	0
	2020-2021	16	69%	97%	-28	-	-	-	-	-	-	-	-	13	62%	94%	-32
Living Environment	2019-2020	40	100%	100%	0	7	100%	100%	0	-	-	-	-	34	100%	100%	0
	2020-2021	21	62%	99%	-37	-	-	-	-	-	-	-	-	16	56%	98%	-42

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Neighborhood CS of Harlem	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	375	375	100%
2017-2018	439	465	106%
2018-2019	504	586	116%
2019-2020	680	679	100%
2020-2021	680	672	99%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	Neighborhood CS of Harlem	NYC CSD 6	Differential to District
2016-2017	34%	23%	+11	8%	34%	-26	79%	81%	-2
2017-2018	34%	24%	+10	8%	36%	-28	83%	85%	-2
2018-2019	31%	24%	+7	11%	36%	-25	81%	84%	-3
2019-2020	32%	25%	+7	12%	35%	-23	85%	84%	+1
2020-2021	33%	26%	+7	13%	35%	-22	89%	84%	+5

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	Neighborhood CS of Harlem	NYC CSD 5	Differential to District
2016-2017	34%	28%	+6	8%	14%	-6	79%	91%	-12
2017-2018	34%	31%	+3	8%	15%	-7	83%	90%	-7
2018-2019	31%	31%	0	11%	14%	-3	81%	89%	-8
2019-2020	32%	32%	0	12%	14%	-2	85%	89%	-4
2020-2021	33%	41%	-8	13%	15%	-2	89%	89%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	Neighborhood CS of Harlem	NYC CSD 6	Differential to District	Neighborhood CS of Harlem	NYC CSD 6	Differential to District
2016-2017	96%	85%	+11	94%	83%	+11	100%	85%	+15	96%	85%	+11
2017-2018	92%	85%	+7	94%	86%	+8	90%	85%	+5	92%	85%	+7
2018-2019	91%	85%	+6	89%	84%	+5	97%	86%	+11	91%	85%	+6
2019-2020	92%	86%	+6	93%	87%	+6	97%	87%	+10	92%	86%	+6
2020-2021	92%	80%	+12	91%	81%	+10	95%	78%	+17	93%	80%	+13

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

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	Neighborhood CS of Harlem	NYC CSD 5	Differential to District	Neighborhood CS of Harlem	NYC CSD 5	Differential to District
2016-2017	96%	79%	+17	94%	79%	+15	100%	81%	+19	96%	79%	+17
2017-2018	92%	78%	+14	94%	79%	+15	90%	81%	+9	92%	78%	+14
2018-2019	91%	78%	+13	89%	80%	+9	97%	79%	+18	91%	78%	+13
2019-2020	92%	79%	+13	93%	81%	+12	97%	79%	+18	92%	79%	+13
2020-2021	92%	78%	+14	91%	77%	+14	95%	75%	+20	93%	77%	+16

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

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).

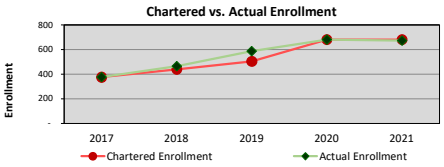
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(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

NEIGHBORHOOD CHARTER SCHOOL OF HARLEM

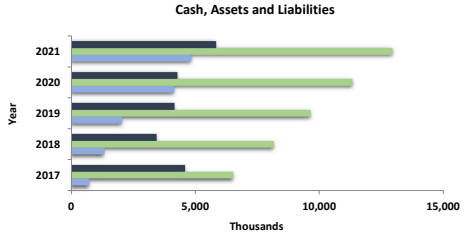
	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	K-5	K-6	K-7	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	375	439	504	680	680
Maximum Chartered Enrollment	680	680	680	680	680
Actual Enrollment	375	465	586	679	672

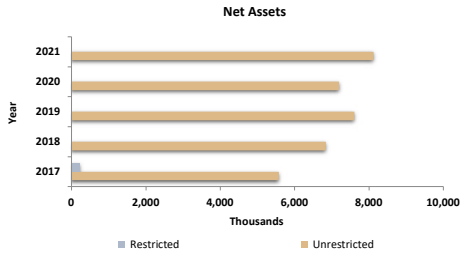


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

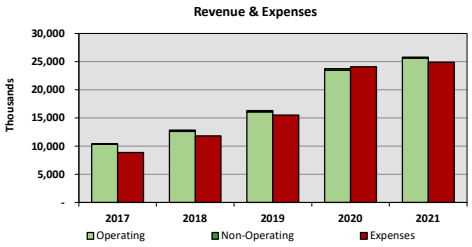
ASSETS					
Current Assets					
Cash and Cash Equivalents	4,586,635	3,439,336	4,160,021	4,273,492	5,832,544
Grants and Contracts Receivable	267,417	538,100	763,514	862,519	686,561
Prepaid Expenses	66,431	280,254	234,241	169,308	535,350
Other Current Assets	-	1,500,000	1,500,000	2,197,062	2,002,222
Total Current Assets	4,920,483	5,757,690	6,657,776	7,502,381	9,056,677
Non-Current Assets					
Property, Building and Equipment, net	242,623	272,769	778,737	1,675,586	1,960,975
Restricted Cash	75,000	-	-	-	-
Security Deposits	1,060,000	2,061,400	2,061,400	2,011,401	1,783,310
Other Non-Current Assets	235,000	75,150	150,508	150,918	151,220
Total Non - Current Assets	1,612,623	2,409,319	2,990,645	3,837,905	3,895,505
Total Assets	6,533,106	8,167,009	9,648,421	11,340,286	12,952,182
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	314,422	448,995	696,217	598,415	1,049,156
Accrued Payroll and Payroll Taxes	403,334	864,460	1,023,584	1,626,917	1,048,615
Due to Related Parties	-	-	-	124,512	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	10,417	325,000	191,651	68,692
Total Current Liabilities	717,756	1,323,872	2,044,801	2,541,495	2,166,463
Long-Term Liabilities					
Deferred Rent	-	-	-	-	2,616,341
Other Long-Term Liabilities	-	-	-	1,601,207	50,346
Total Long-Term Liabilities	-	-	-	1,601,207	2,666,687
Total Liabilities	717,756	1,323,872	2,044,801	4,142,702	4,833,150
NET ASSETS					
Unrestricted	5,580,350	6,843,137	7,603,620	7,197,584	8,119,032
Restricted	235,000	-	-	-	-
Total Net Assets	5,815,350	6,843,137	7,603,620	7,197,584	8,119,032
Total Liabilities and Net Assets	6,533,106	8,167,009	9,648,421	11,340,286	12,952,182

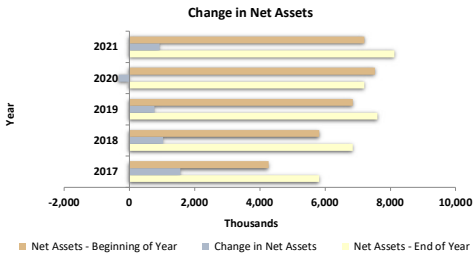




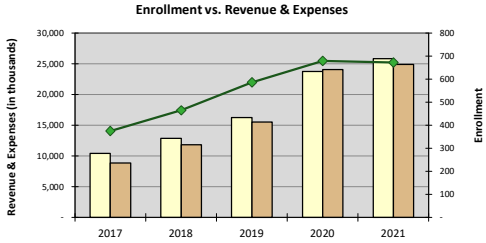
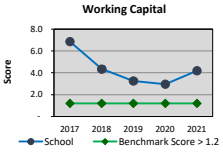
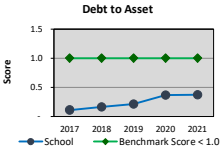
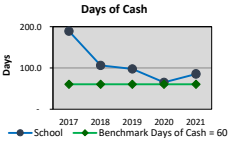
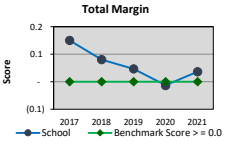
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	5,434,570	6,835,675	8,956,727	12,764,386	14,025,397
State and Local Per Pupil Revenue - SPED	3,731,676	4,322,929	5,051,170	6,764,814	7,512,406
State and Local Per Pupil Facilities Revenue	509,232	524,509	540,244	2,514,620	3,114,240
Federal Grants	628,132	467,738	925,993	920,989	922,391
State and City Grants	26,322	34,138	42,745	47,015	62,157
Other Operating Income	-	449,076	569,761	468,035	34,971
Total Operating Revenue	10,329,932	12,634,065	16,086,640	23,479,859	25,671,562
EXPENSES					
Program Services					
Regular Education	5,166,191	7,168,461	7,513,602	11,012,586	10,681,545
Special Education	3,349,897	3,411,088	6,131,404	10,273,115	10,707,296
Other Expenses	-	-	-	-	-
Total Program Services	8,516,088	10,579,549	13,645,006	21,285,701	21,388,841
Supporting Services					
Management and General	325,450	1,234,155	1,827,677	2,785,863	3,498,455
Fundraising	1,087	10,139	58,551	12,865	10,036
Total Support Services	326,537	1,244,294	1,886,228	2,798,728	3,508,491
Total Expenses	8,842,625	11,823,843	15,531,234	24,084,429	24,897,332
Surplus/Deficit from Operations	1,487,307	810,222	555,406	(604,570)	774,230
SUPPORT AND OTHER REVENUE					
Interest and Other Income	41,406	96,634	40,165	40,741	17,151
Contributions and Grants	25,989	96,798	87,452	170,365	130,067
Fundraising Support	-	24,133	-	-	-
Other Support and Revenue	-	-	77,460	71,070	-
Total Support and Other Revenue	67,395	217,565	205,077	282,176	147,218
Change in Net Assets	1,554,702	1,027,787	760,483	(322,394)	921,448
Net Assets - Beginning of Year	4,260,648	5,815,350	6,843,137	7,519,978	7,197,584
Net Assets - End of Year	5,815,350	6,843,137	7,603,620	7,197,584	8,119,032





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	27,546	27,170	27,452	34,580	38,202
Support and Other Revenue	180	468	350	416	219
Total Revenue	27,726	27,638	27,802	34,996	38,421
Expenses - Per Pupil					
Program Services	22,710	22,752	23,285	31,349	31,829
Mangement and General, Fundraising	871	2,676	3,219	4,122	5,221
Total Expenses	23,580	25,428	26,504	35,470	37,050
% of Program Services	96.3%	89.5%	87.9%	88.4%	85.9%
% of Management and Other	3.7%	10.5%	12.1%	11.6%	14.1%
% of Revenue Exceeding Expenses	17.6%	8.7%	4.9%	-1.3%	3.7%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	3.00	2.52	2.96
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	4,202,727	4,433,818	4,612,975	4,960,886	6,890,214
Working Capital (Current) Ratio	6.9	4.3	3.3	3.0	4.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.1	0.2	0.2	0.4	0.4
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	189.3	106.2	97.8	64.8	85.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.1	0.1	0.0	(0.0)	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard