



New York State Education Department

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

Northside Charter High School

Renewal Site Visit Date: October 1, 2021

Date of Report: May 26, 2022

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Northside Charter High School
Board Chair	Kaley Childs Karaffa
District of location	NYC CSD 14
Opening Date	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 13, 2009 - January 12, 2014 • First Renewal: January 13, 2014 - June 30, 2014 • Second Renewal: July 1, 2014 - June 30, 2017 • Third Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 9 - 12 / 400 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9 - 12 / 420 students
Facilities	424 Leonard Street, 4th Floor, Brooklyn, NY - Public Space
Mission Statement	<i>The school's mission is "The mission of Northside Charter High School (NCHS) is to provide a nurturing, yet rigorous 9-12 educational environment that endorses high expectations, fosters life-long learning and results in mastery of the New York State Learning Standards, high school graduation and acceptance to colleges and universities of choice by all students."</i>
Key Design Elements	<ul style="list-style-type: none"> • Performance Driven Accountability. • Exhibition of Longitudinal Knowledge. • Participation in the Youth Development Framework. • Performance equal to or exceeding NYS Mandated Requirements for Graduation. • Participation in Ongoing Evaluation Analysis Processes. NCHS involves all members of the school community including parents, students, staff and administration to ensure that the school's educational goals are being met. • Participation in NYC DOE School Survey provides data to address instructional, parent-partnership, and school culture elements. • Participation in NYCDOE School Survey provides data to address instructional, parent partnership, and school culture elements. • Support for Appropriate Instructional and Administrative Technology. All NCHS students will be provided with the technological resources

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

	<p>necessary for learning, communicating, creating, and accessing information.</p> <ul style="list-style-type: none"> • Instruction and Other Activities of a Highly Qualified Teaching Staff NCHS seeks to support teachers with continuous and rigorous professional development
<p>Requested Revisions (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> • To increase the charter school's authorized enrollment from the currently approved 400 students to 420 students. • To amend the charter school's mission from "The Mission of Northside Charter High School is to provide a 9-12 educational program that results in mastery of the New York State Learning Standards, high school graduation, and acceptance to colleges and universities of choice by all students." to "The Mission of Northside Charter High School is to provide an enriching and innovative learning environment whereby students achieve postsecondary readiness." • To amend the charter school's organizational chart to reflect significant changes by adding a Communications and Community Engagement Manager, an Assistant Director of Operations, and a SIS Administrator/Data Analyst. • To amend the Key Design Elements: "Performance equal to or exceeding NYS Mandated Requirements for Graduation", "Exhibition of Longitudinal Knowledge", "Participation in the Youth Development Framework", "Performance equal to or exceeding NYS Mandated Requirements for Graduation", "Participation in Ongoing Evaluation and Analysis Processes", "Instruction and Other Activities of a Highly Qualified Teaching Staff" and "Support for Appropriate Instructional and Administrative Technology", and replace them with: "Performance Driven Accountability", "A Rigorous Program Designed for Postsecondary Success", "Advisory Model", "Participation in Ongoing Evaluation and Analysis Processes", "Instruction and Other Activities of a Highly Qualified Teaching Staff", and "Instructional Technology."

Noteworthy: Northside Charter High School (NCHS) focuses on preparing students for college, and from 2017 to 2020 an average of 79% of the school's graduates were accepted into a two-year or four-year college, and an average of 60% were accepted into a four-year college.

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	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	400	400	400	400	400

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Proposed Enrollment	420	420	420	420	420

METHODOLOGY

Purpose of the Renewal Report

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

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need,

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

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at NCHS on October 1, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, students, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents.

The team conducted remote seven classroom observations in Grade 9 - Grade 12. The observations were approximately 15 minutes in length and conducted jointly with the chief academic officer. 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;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2021 Notices of Deficiency/Concern;**
- **Supplementary evidence or data submitted to NYSED by the school; and**
- **School's website.**

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 on 10/1/2021 at NCHS, see the following Performance Framework benchmark ratings and narrative.

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

2015 Performance Benchmark		Level
Educational Success	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.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
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.	Meets
	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

- Northside Charter High School is in year 13 of operation and serves students in Grade 9 - 12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** NCHS has been going through a period of transition during the current charter term and as it has navigated the COVID-19 pandemic. The governing board has placed a clearer focus on post-secondary readiness for all students as part of its strategic plan, the school has new leadership to carry out this mission, and the school has had nearly total staff turnover over the past three years. The school's governing board is an area of strength. Board members have the experience and diverse skill set to effectively govern the school, and members have demonstrated stability and commitment. The school leadership team also brings a wealth of experience and diversity of skills to effectively serve the school. Board members, school leadership, teachers, parents, and students all demonstrate a shared understanding of and commitment to the school's mission around post-secondary readiness for all students. The school has effectively navigated the pandemic, supporting students appropriately through remote learning and hybrid learning, and the school is healthy financially. Finally, the school can grow in its implementation and shared understanding among staff and students around restorative justice and restorative practices.
- **Summary of Areas in Need of Improvement:** Improving outcomes for these student groups is an area of growth. NCHS has not met targets for enrolling ELLs. However, the school has implemented a number of strategies to increase enrollment of ELLs, and the number has increase from 8% to 9% in the current year. As the school emerges from its current mission, leadership and staffing transition phase, it can improve the level of trust and communication between teachers and leadership. Further, after a period of significant change across many curricular areas, the school can grow in its ability to have consistent programs and curriculum, and provide robust, consistent professional development aligned to those programs for all staff.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the school's performance trajectory for this benchmark has been consistent as a Meets rating.

The school achieved good graduation rates overall. Graduation rates for all students and educationally disadvantaged (ED) student have been well above 75% and above the state. Graduation rates for SWDs have also been above 75% in most years (100% for 2020-2021) and well above SWDs statewide. Third Year On-Track to Graduate rates have been above 75% as per charter agreement for all students and ED students in most years, and below 75% in most years for SWDs and ELLs.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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 High School:

- HS:
 - NHCS serves students in Grade 9 - 12 through trauma-informed instruction, which honors the whole student, and Modern Classroom, which integrates hybrid learning, self-paced study, teacher-created videos, and mastery-based grading.
 - NHCS provides robust post-secondary readiness program which includes the AVID program, opportunities for college level classes for 11th and 12th grade students, and post-secondary testing preparation on the SAT and Accuplacer.
 - The school implements the Youth Communications curriculum and an advisory program to support students academically and in their social emotional development.

Academic Program for SWDs and ELLs:

- SWDs:
 - Integrated co-teaching (ICT) pairs special education teachers and general education teachers to support SWDs in the general education setting. The school had some sustained findings regarding the provision of services and supports for all SPED students.
 - The school received a Notice of Deficiency regarding services not provided to all SPED students.
 - The school uses special education teacher support services (SETSS) to provide additional math and/or ELA support to some SWDs as outlined in their IEPs.
- ELLs:
 - NHCS offers standalone literacy learning skills classes for ELLs to work independently using Lexia, an online standards-based curriculum that supports the development of oral language, reading, writing, and spelling.
 - The school employs two ESL teachers who monitor student progress on Lexia and provide targeted intervention when necessary.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on both the mid-term site visit report and its renewal site visit report. It has experienced some changes given the school has evolved its strategic priorities, brought on new leadership, changed curriculum, and experienced significant staff turnover.

1. Element: *Curriculum*:

- **Indicator a:** The school's self-evaluation describes curriculum that is fully aligned with NYSLS, though the curriculum has changed during the charter term. ELA curriculum has transitioned to Wit & Wisdom, while math curriculum has transitioned to Eureka Math and Edgenuity. Social studies and science curriculum has shifted from a variety of texts plus teacher-created materials to New Visions. Teachers have expressed mixed perspectives on curriculum alignment: 75% of teachers who responded to the CSO 2021 survey strongly or somewhat agreed that the school has a documented curriculum that is aligned to the NYSLS. This is 19 percentage points below the agreement level for all Board of Regents-authorized schools.
- **Indicator b:** During the remote site visit, the CSO site visit team reviewed unit and lesson plans for several classes. These plans included examples of complex materials, need for higher order

thinking, and deep conceptual understanding and knowledge around specific content. During remote classroom observations, the CSO site visit team observed examples of teachers pushing students to higher-order thinking, requiring students to use the text to explain their responses, and students providing rationale for their thinking.

- **Indicator c:** The school's self-evaluation indicates that curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. The school uses curriculum maps for each subject area to guide planning and recently began an initiative to align teaching across grade levels and within departments. Progress on this initiative is monitored through classroom observations and student outcome data. During remote classroom visits, the CSO site visit team observed instructional coaches in classrooms. On the CSO 2021 survey, 63% of teachers who responded agreed that curriculum is horizontally aligned across same grade level classrooms and 60% agreed that curriculum is vertically aligned. These rates are 25 to 27 percentage points below the level for all Board of Regents-authorized schools.
- **Indicator d:** During the remote site visit, school leaders spoke about the school's approach to differentiation, including independent work and self-pacing by students, one-on-one and small group support for students, and opportunities for student engagement via chat or verbally during remote learning. During remote classroom visits, the CSO site visit team observed all these approaches. Differentiation is evident in some of the lesson plans reviewed by the CSO site visit team, for example, some lessons include a "must do" for all students as well as "should do" or "aspire to do" to provide for differentiation. While all teachers do not use the same lesson plan template, one teacher's lesson plan template included a column entitled "Differentiation/Academic & Behavioral Adaptations."
- **Indicator e:** The school's self-evaluation describes the school's approach to curriculum review and revision based on data. The school has been actively reviewing its curriculum over the past two years to better align to its mission of post-secondary readiness for all students. This has led to adoption of several new curriculum programs, both in terms of academics and social emotional supports for students.

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

- **Indicator a:** The staff shared an understanding of high standards for instruction, despite a nearly total turnover of the staff over the past three years: School leadership reports that 54 of 59 staff members, including leadership, have been at the school three or fewer years, with 39 staff members new this school year. Additionally, many changes have been implemented over the past two years. During the remote focus group, teachers reported that they are getting used to new systems and are clear on school goals and major instructional initiatives. Teachers also spoke to the support they receive, including from coaches, leadership, and colleagues to deliver high-quality instruction. During remote classroom visits, CSO staff observed substantial coaching and modeling for teachers, and elements of the school's instructional model were evident across classrooms.
- **Indicator b:** The school's self-evaluation described a number of instructional approaches designed to foster engagement with all students. This includes Integrated Co-Teaching (ICT) to support engagement for students with disabilities, Modern Classroom, and self-paced study. During remote classroom observations, the CSO site visit team observed these approaches. Overall, student engagement was mixed in classrooms observed, particularly in the full group setting. Some classes included robust discussion, while in others, students seemed reticent to participate. When students moved into breakout rooms for self-paced study, it was difficult to fully assess student engagement; however, it was clear that some students were working on assignments and

asking teachers for support. During the remote focus group, students spoke highly of the self-paced learning and the support they receive from teachers.

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

- **Indicator a:** The school's renewal application provides a summary of the assessments used at the school including formative, diagnostic and summative assessments. During the remote focus group, school leaders highlighted the use of NWEA, SAT practice assessments, Accuplacer, mock Regents' exams, F & P, and in class mastery checks. During remote classroom observations, the CSO site visit team saw teachers implement checks for understanding or mastery as well as a sample tracking system used by teachers to track mastery.
- **Indicator b:** The school uses the assessments noted above along with qualitative data such as student, staff, and parent surveys to inform instruction and improve student outcomes. On the CSO 2021 survey, 75% of teachers who responded agreed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes. Additionally, teachers provided multiple examples of how they use data to guide instruction in the classroom. School leadership uses data from teacher observations and coaching to inform instruction and support for teachers. During remote classroom visits, CSO staff observed multiple observations by school leaders and instructional coaches.
- **Indicator c:** Over the current charter term, the school has been deeply engaged in reviewing data to determine the need for changes to the academic program. This is evident in the overall refocusing of the school on post-secondary readiness and the changes in curriculum across multiple subject areas. Board meeting minutes document that academic performance data is shared with the board, and that school leadership and board members use that data to evaluate the effectiveness of the program and make modifications as appropriate.

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

- **Indicator a:** The school's renewal application outlines an array of supports provided to SWDs, ELLs, and ED students. These were reiterated during the remote focus groups with school leadership, special education staff, and student support staff. Central to the approach for supporting SWDs is the ICT instructional model which pairs a special education teacher with a general education teacher in the general education setting. The CSO site visit team observed this model in action during remote classroom visits, however, the school has received official complaints about providing ICT services for all students and received a Notice of Deficiency from the CSO regarding services not provided to all students. This school was not providing ICT services to all students as required by the IEP and had several sustained findings regarding the provision of services and supports for SPED students. Special education staff highlighted the use of additional supports for SWDs through small group support or services such as speech or occupational therapy as outlined in a student's IEP. While the school claims that SWDs receive transition services including vocational assessments, special counselor support and engagement with outside resources, the NYSED SPED Office determined that these services were not provided to all students, as required. Student services staff reported that the school has two ESL teachers (one of whom was recently hired) though only nine ELLs. The school provides some supplemental instruction to ELLs in their home language and opportunities for students to work independently using Lexia for English language development. While 72% of teachers who responded to the CSO 2021 survey agreed that the school provides supports to meet the needs of SWDs, only 53% agreed that the school does the same for ELLs.

CSO received feedback from the NYCDoE regarding the interaction with NHCS and the Committee on Special Education (CSE) 8. The school generally has a positive relationship with parents, who

seem satisfied with the level of support the school provides and have formed a strong community. The CSE also has good communication with the school. The school has a new special education coordinator who is effective at communicating; but would benefit from additional training on supporting students with disabilities in high school. The school also has room for improvement in the area of specially designed instruction (SDI). Although the school provides additional tutoring to students, it does not include SDI. Based on observations by the CSE, the special education teacher in the ICT classes should serve a more prominent role, rather than a secondary role, in supporting students with disabilities. Another area of growth for the school is in the provision of transition services to its students with IEPs.

- **Indicator b:** The ICT instructional model provides meaningful opportunities for communication and collaboration among teachers about the needs of individual students. During the remote focus group, teachers highlighted that the culture among teachers is very collaborative and includes weekly collaboration among co-teachers and some shared planning time to discuss students' needs.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. It still has some opportunities for improvement in use of data. The school has met the standard throughout the charter term. NCHS has consistently provided strong social and emotional supports for students, including during the COVID-19 pandemic, and the school effectively engages families and community and has made recent

improvements by hiring more bilingual staff. School leadership recognizes the need for growth in sharing data with families.

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

- **Indicator a:** NCHS has a written discipline policy which is available on the school's website as part of the "Family Life Guide." Eighty-eight percent of the 17 percent of parents at the school who responded to the CSO 2021 survey, strongly or somewhat agreed that "the school's discipline policy is clear." In its application for charter renewal, the school highlighted its focus on restorative practices and restorative justice (RJ) as core to its approach to behavior management and a positive school culture. This began in the 2017-2018 school year and has grown in focus since that time. The school has a dean of RJ who leads this work along with RJ educators. During the remote focus group interviews, students did not have a clear sense of what was meant by restorative practice or RJ, though they did say that there are consequences for misbehavior and that sometimes students stay after school to write about incidents or engage in mediations or other conversations with staff. Teachers also did not have a strong sense of what restorative practices or RJ looked like in practice. They highlighted the agency they have in responding to student behavior issues as well as the school's focus on developing strong relationships with students. Eighty-one percent of teachers who responded to the CSO 2021 survey did not know the name of the schools DASA Coordinator and 91% who responded did not know the name of the McKinney-Vento Coordinator.
- **Indicator b:** Ninety percent of parents who responded to the CSO 2021 survey strongly or somewhat agreed with the statement "the school provides a safe environment," while 78% of teachers who responded strongly or somewhat agreed with the statement with 19% neither agreeing nor disagreeing. Among students who responded (30 percent) to the survey, 69% who responded strongly or somewhat agreed with the statement "I feel physically safe in my school" with 29% who responded neither agreeing or disagreeing and only 2% who responded somewhat disagreeing with the statement. During the remote site visit, school staff spoke of the family environment of the school, and students spoke of the supportive environment and how "everyone knows everyone." Neither students nor staff expressed any concerns about safety during focus groups.
- **Indicator c:** On the CSO 2021 survey, a high percentage of student respondents indicated that various forms of bullying or harassment occur rarely or never, though for a few survey questions as many as 7% of respondents indicated that they had experienced or observed bullying in some fashion. Sixty-five percent of teachers who responded to the CSO 2021 survey strongly or somewhat agreed that "the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination" with 25% who responded neither agreeing nor disagreeing. Many teachers provided specifics in the comments about how the school approaches such issues. Eighty-three percent of parent respondents strongly or somewhat agreed that the school is free from bullying, harassment, and discrimination. The school's Discipline Guide and Code of Conduct outlines clear systems for addressing any possible incidents of bullying or harassment, which includes engagement by the RJ team.
- **Indicator d:** Virtual classroom environments appeared conducive to learning and generally free from disruption. As part of the renewal site visit, the CSO site visit team observed a total of seven classrooms, all of which used instructional time productively and demonstrated no behavioral disturbances.

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

- **Indicator a:** The school's renewal application outlines a variety of approaches the school uses to communicate and engage with families, including but not limited to Facebook, PowerSchool, Instagram, and the school's website. Additionally, the school hosts quarterly meetings between parents and teachers, town halls, parent "roundtables," and webinars. The school's Facebook page has over 500 followers, though there have been no posts since August 31st. The school's website includes access to recordings of periodic "Caregiver" webinars that provide much information for parents. On the CSO 2021 survey, over 90% of parents who responded somewhat or strongly agreed that the school uses many methods of communication with families.
- **Indicator b:** The school's renewal application outlines strategies the school implements to communicate with parents about students' strengths and needs, including PowerSchool, twice per year conferences, and multiple mid-term reports. During the remote focus groups, school leadership reiterated some of these strategies for sharing student progress with parents but also recognized that sharing data consistently with students and parents is an area that leaves "a lot of room to grow." Students indicated that teachers communicate with their parents through email, and that parents can access the PowerSchool app and participate in webinars. Both students and school leadership highlighted that the school recently hired more bilingual staff which has improved communication with Spanish speaking families. On the CSO 2021 survey, 94% of parents who responded agreed they get regular and timely info on child's academic progress.
- **Indicator c:** The school annually implements the NYC DOE satisfaction survey to determine parent and student satisfaction with the school. The school also implements focus groups with parents across grade levels. Board meeting minutes from 2020-2021 provide evidence that the board sought and considered parent feedback on topics such as virtual learning, scheduling, and other issues related to COVID. On the CSO 2021 survey, 94% of parents who responded agreed with the statement "the school seeks feedback from parents through surveys, meetings, or some other way."
- **Indicator d:** The school has a systematic process to respond to family or community concerns which is described in the school's "Family Life Guide." This includes a Complaint Policy and Procedures. Board meeting minutes from the 2020-2021 document instances when the board was informed of complaints. Minutes highlight the process taken on the complaints including how they were addressed. On the CSO 2021 survey, 76% of parents who responded agreed that the complaint policy is easy to find and 76% agreed that it is easy to understand. The percentage of positive responses is slightly higher in both cases than the overall rate for Board of Regents-authorized authorized charters.
- **Indicator e:** NCHS publishes its annual report each year on its website which includes school-level academic data. On the CSO 2021 survey, 76% of parents who responded agreed that school informs them of how school performs compared to other schools in district and state. This level of agreement among parents is slightly higher than that for all Board of Regents-authorized charter schools.

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

- **Indicator a:** NCHS's advisory program is a central way the school supports students' social-emotional needs. Students remain with the same teacher advisor, who advises between 9 and 11 students, throughout their time at the school. This promotes deeper and long-lasting relationships; however, substantial teacher turnover over the last two years has impacted advisor continuity. The school implements Youth Communication curriculum in advisory which focuses on young people as whole human beings. On the CSO 2021 survey, 71% of students who responded agreed with the statement "I feel that the school culture supports me" with 26%

neither agreeing nor disagreeing. Eighty-four percent of parents who responded agreed that “the school has social, emotional, and mental health programs and supports for all students. “

- **Indicator b:** The school recently developed a system to collect and use data to track social-emotional needs of students, primarily through a student outreach form developed by the school's social worker during the 2019-2020 school year. Board meeting minutes document that school leadership shares trend information with the board around students' social-emotional and mental health issues. On the CSO 2021 survey, only 44% of teachers who responded agreed that “school leaders collect and use data to track social-emotional needs of all students, including students in subgroups.” This appears to be an area of growth for the school.
- **Indicator c:** The school's renewal application outlines that school leadership collects and uses data such as student attendance, academic, and behavioral data, as well as student participation in advisory and interventions, to measure the impact of programs designed to support students' social and emotional health; however, the application included no discussion of how this data was connected to or used to determine program effectiveness. On the CSO 2021 survey, only 38% of teachers who responded agreed that “school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.” This appears to be an area of growth for the school.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

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

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

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Northside Charter High School's 2020-2021 composite score is 2.28.

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

<i>Year</i>	<i>Composite Score</i>
2016-2017	3.00
2017-2018	3.00
2018-2019	2.87
2019-2020	2.46
2020-2021	2.28

Benchmark 5: Financial Management

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

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

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

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

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

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Its governing board has shown strong performance and oversight. The board of directors demonstrate the skills, experience, and capacity to govern the school and most members have served for the during the of the charter term.

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

- **Indicator a:** The board currently consists of six members who have served on the board for between four and nine years. Current areas of expertise among board members include law, governance, youth development, non-profit management, real estate strategy, marketing, and finance. Board meeting minutes document the board's engagement in an annual "skills and diversity" analysis and assessment of needs, and ongoing board member recruitment efforts. During the remote focus group, all current board members were present, and as a group, the board demonstrated a board range of skills and expertise that meet the needs of the school.
- **Indicator b:** As part of its renewal application, the board submitted its 2017-2022 Strategic Plan. Board meeting minutes document board review of progress on the strategic plan and data related to strategic plan priorities and goals. During the remote focus group, board members indicated that the board annually reviews progress on strategic objectives, and on multiple occasions board members referred to the strategic planning work that the board has engaged in during the current charter term.

- **Indicator c:** Board meeting minutes from the 2020-2021 school year provide clear evidence of the board's active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. This is through both the full board meetings and an active committee structure. Each month's board meeting agenda includes a finance committee report during which the board reviews financial statements and discusses other finance related issues, such as budget, policies, and vendor review. The agenda also includes an education and accountability report which includes information on progress towards academic goals and a review of educational program related items. Minutes document periodic engagement by the board in the executive director review and evaluation process. During the remote site visit, board members spoke clearly about their approach to oversight.
- **Indicator d:** Board meeting minutes from the 2020-2021 school year document the board of directors' engagement in policy development, revisions, and approval.
- **Indicator e:** NCHS's renewal application and strategic plan outline the board's process for evaluating school leadership, including annual goal setting aligned with organizational goals, a mid-year review, and an end-of-the-year evaluation. The board conducts an annual self-evaluation which includes a written evaluation by each board member and interviews conducted by a third-party governance provider. Board meeting minutes from the 2020-2021 school year document the board's engagement in self-evaluation, leadership evaluation, and review of providers.
- **Indicator f:** The NCHS board generally demonstrates awareness of its legal obligations to the school and stakeholders, although some issues were flagged (number of uncertified teachers and repeated non-attendance of some board members, different names of board members on the table submitted to CSO and on the disclosure forms, high board members turnover, and some disclosure forms were missing and incomplete). The board retains legal counsel to ensure it remains in compliance and up to date with any changes in the law. The board has a clear code of ethics that all board members are expected to adhere to, and each board members files an annual disclosure of any potential conflicts of interest. Board meeting minutes document the board's engagement in appropriate fiduciary obligations, including engagement with stakeholders through open meetings, surveys, and outreach. During the remote focus group, board members clearly expressed an understanding of the legal obligation to the school and stakeholders.

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: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">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. <i>Professional Climate</i>	<ul style="list-style-type: none">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. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none">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 declined from a Meets to an Approaches. The school has had significant leadership and staffing changes over the past three years, including entering the 2021-2022 school year. NCHS is emerging from a transition phase in terms of its mission, curriculum, and staff, and while systems are developing, the school is in the process of establishing a strong professional climate that centers students consistent with its mission.

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

- **Indicator a:** NCHS has a school leadership team that consists of the Senior Management Team which includes the executive director, chief academic officer, chief student services officer, chief financial officer, and executive assistant. Three of these individuals are in their second year at the school, one is in their third year, and one started before the start of the 2021-2022 school year. Each of these individuals has extensive skills and experience consistent with their position. During remote focus groups, school staff expressed a strong commitment to the mission of the school and related goals. It is evident through staff surveys and the remote focus groups, that staff (approximately 50% of whom are new for the 2021-2022 school year) are getting used to the new systems and approaches; however, during the staff focus group, they expressed a clear belief that the systems and programs are designed in the best interests of students.
- **Indicator b:** The school's renewal application clearly outlines roles and responsibilities of school leadership, staff, management, and board members. During remote focus groups, the various team members were able to clearly articulate their unique roles and how they work together to achieve goals. School board members expressed a clear understanding of their governance role, and the role of school leadership in the day-to-day management of the school.
- **Indicator c:** The school's communication systems and decision-making processes have evolved with the new leadership and turnover of staff. On the CSO 2021 survey, only 41% of teachers who responded agreed that the school had "clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school." This is 39 percentage points below Board of Regents-authorized schools overall. School leadership indicated that the survey responses reflect frustration by some staff related to the substantial changes that were happening at the school at a relatively fast pace and recognized that communication and decision-making was not always clear or effective. The school has hired a communications manager and the school holds regular staff meetings to support effective communication. During the remote focus groups, teachers shared that they are given guidance on who to go to on the Senior Management Team for issues, but that sometimes it is hard to keep track of who to go to for what. Students expressed that there had been some issues in terms of communication with students and that students weren't being included in decision-making, but that things have gotten better.
- **Indicator d:** During the remote focus group, school leadership reported that 59 of 62 positions have been filled. This includes 39 staff new to the school in 2021-2022, and a leadership team that includes no one with more than three years' experience at the school. The turnover is in great part due to the evolution of the school's mission and program, leadership change, and the decision by school leadership to let go some staff members who were no longer a strong fit. It appears that the school has been successful in recruiting and hiring over this period, and it remains to be seen the extent to which the school can retain key personnel.

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

- **Indicator a:** During the remote focus group, school leadership reported that the school is in the process of hiring three positions to complete the full team of 62 staff members. The school's leadership team includes individuals with extensive relevant experience to meet the educational and operational needs of the school. Other members of school administration, including deans and coaches, include individuals with backgrounds at high-performing charter schools. Students spoke very highly of the teaching staff, despite the significant turnover over the past two years.
- **Indicator b:** The school provides multiple opportunities for collaboration among teachers including shared prep periods, team meetings, advisory meetings, and half-day Wednesdays.

During the remote focus group, teachers reported that collaboration among teachers is strong and occurs both formally and informally. Teachers also shared some lack of clarity around how half-day Wednesday would evolve when school is fully in-person. Most teachers expressed a preference to move away from the longer school day to support collaboration.

- **Indicator c:** The school provides professional development to support staff in meeting students' needs; however, it appears that the professional development is somewhat lagging behind the programmatic changes that have been implemented at the school. For example, on the CSO 2021 survey, only 44% of teachers who responded agreed that "the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups." This is 40 percentage points below Board of Regents-authorized schools overall. That said, as outlined in its renewal application and as reported during remote focus groups, the school has provided professional development to staff in a variety of areas including Grading for Equity, Modern Classroom, Youth Communication, Zoom, college and career counseling, serving SWDs and ELLs, Edgenuity, and NCHS mission and expectations for teacher accountability. In addition, the school provides substantial teacher coaching, observation, and feedback. And, as expressed by teachers during the remote focus group, "there is never enough time." In short, it will take some more time to ensure all teachers have the skills and expertise to meet all students' needs.
- **Indicator d:** The school's renewal application outlines the school's approach to teacher evaluation which includes frequent information observations, four formal observations, and the use of the Whetstone platform to foster a culture of feedback. The school uses the Danielson Framework for teacher evaluation and leadership recognizes that given the number of new staff, they will need more support in understanding expectations for high-quality teaching. During remote classroom visits, the CSO site visit team observed informal observations, coaching, and/or modeling by instructional coaches and/or the chief academic officer. On the CSO 2021 survey, 66% of teachers who responded agreed that "the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff" with 22% neither agreeing nor disagreeing. Teacher included many examples of this process in their written survey responses including use of multiple observations, the Danielson Framework, and self-evaluation.
- **Indicator e:** On the CSO 2021 survey, 35% of teachers who responded agreed that "the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction" with 41% strongly disagreeing with the statement. In the school's self-evaluation, school leadership recognized "the management transitions that occurred in 2019-2020 negatively impacted satisfaction for some staff. The Board has been highly engaged with the former, interim, and current executive directors to understand staff concerns in this area. The Board Chair has hosted town halls with Q&A periodically throughout this charter term to gain deeper insights into teacher satisfaction, relay board and management rationale for changes, and address concerns. Our new management team is committed to building teachers' trust as we progress through our next charter term. We have already begun this work in the 2020-2021 school year by encouraging teachers to bring feedback to the administration, which we have used to inform several programmatic changes." The school implements the NYC DOE teacher satisfaction survey to measure teacher satisfaction. During the remote focus group, one teacher indicated administration is receptive to feedback and "try their best to implement" ideas of teachers, while another reported that people "bring their voices to the table" during staff meetings, and that "I don't know what happens after that."

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

- **Indicator a:** NA
- **Indicator b:** NA
- **Indicator c:** The school's renewal application outlines that school leadership monitors "the efficacy of contracted service providers based on the quality of deliverables, cost comparison to competitors, cost-benefit analysis, and staff satisfaction with services." Board meeting minutes from the 2020-2021 school year document approval by the board of new contracts and an extension on one partnership based on a review by the board's finance committee.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">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. While it has been difficult to fully assess given the move between in-person and remote learning as well as given the significant changes to staff and program over the past two years most elements of the school's mission and key design elements have been evident throughout the charter term, though the school has submitted a request for mission revision and may be considering revisions to key design elements.

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

- **Indicator a:** NCHS requested a revision to its mission statement as part of its renewal application. The request is to revise the mission from: "To provide a 9-12 educational program that results in mastery of the New York State Learning Standards, high school graduation, and acceptance to colleges and universities of choice by all students," to: "To provide an enriching and innovative learning environment whereby students achieve postsecondary readiness." The requested change is not a major shift but is based on the school's desire to have a more specific focus on postsecondary *readiness*, which is more comprehensive than acceptance to college and universities and mastery of NYS Learning Standards, which is a requirement for all schools. Further, innovations are seen in initiatives such as equity-based grading, self-paced study, and blended learning. School stakeholders clearly identified with this mission. During the remote focus groups, students clearly articulated that the school is making a "really big push for college readiness," and that 11th and 12th grade students can take and are taking college classes this year. Board members stressed that the revised vision came out of their strategic planning work that focused on putting students on a "path towards college." Teachers also highlighted that the school's biggest goal is "post-secondary readiness" for each student. On the CSO 2021 survey, when asked to describe the school's mission, an overwhelming number of teachers who responded referenced post-secondary readiness. Additionally, 87% of parents who responded indicated that they "feel the school is meeting its mission." Stakeholders did not speak deeply to all the key design elements (KDEs) outlined in the charter specifically, either in focus groups or on the CSO 2021 survey, likely because key initiatives at the school have been introduced over the past two years, such as equity-based grading, blended learning, RJ, and new Youth Communications curriculum in addition to the renewed focus on post-secondary readiness. All these elements are consistent with the school's KDEs. The school may consider requesting a revision to the KDEs for its next charter to highlight the school's approach more clearly as some

of the current key design elements are somewhat generic or typical of all schools, such as “performance equal to or exceeding NYS mandated requirements for graduation.”

- **Indicator b:** Overall, the school has fully implemented the KDEs in the approved charter, though some could not be fully assessed during observations of remote instruction. The school’s KDE of “performance-driven accountability” is evident in how the school sets standards for student learning and uses data to track results and drive improvement. This is reflected in the evaluation process for the executive director, the feedback provided to teachers by instructional leaders, and the board of directors’ review of the school’s progress towards meeting strategic goals. The school describes its KDE of “exhibition of longitudinal knowledge” as providing students “an opportunity to demonstrate the knowledge they have accumulated over the course of their time at NCHS.” As defined by the school, this was evident during the remote site visit through the school’s focus on post-secondary readiness, yearlong courses, and equity-based grading. The school may consider a revision to this KDE as “the accumulation of knowledge” is somewhat vague and seems inconsistent with the school’s move away from the “sage on the stage” approach to teaching. Instead, key features of the school (AVID, access to college courses, etc.) that are focused on post-secondary readiness may more fully speak to the school’s focus and approach. While the school’s implementation around its KDE of “participation in the Youth Development Framework” has evolved during the current charter, its implementation occurs in advisory and the new Youth Communication curriculum, though these were not observed during the remote site visit. During the remote focus groups, all stakeholders spoke to the various ways adults support students as whole people. NCHS’s KDE of “performance equal to or exceeding NYS mandated requirements for graduation” is evident in outcomes: the school reported that 94% of students met or exceeded graduation requirements in 2020-2021. The school may consider revising this KDE as it speaks more to outcomes than key programmatic design. NCHS substantially engages all members of the school community in ongoing evaluation and analysis to ensure the school’s educational goals are being met, another KDE outlined in the school’s approved charter, though this may be an area for growth. The school uses surveys and other tools to gather information from stakeholders. Ninety percent of parents who responded to the CSO 2021 survey agreed that the school “seeks feedback from parents through surveys, meetings, or some other way.” During the remote focus group, however, school leadership indicated that the school could do a better job of sharing student performance data with parents. On the CSO 2021 survey, teachers who responded did not feel the school was effectively engaging teachers or seeking or using feedback from teachers. The staff has turned over significantly since that survey, and during the remote teacher focus group, one teacher expressed that “we are still trying to figure out” how teachers are engaged in decision-making. During the remote focus group, one student expressed that the students “weren’t being included in decisions” last year, but that “things had gotten better.” The school’s final KDE – “instruction and other activities of a high qualified teaching staff” is substantially being implemented. While the school has had significant teacher turnover during the past two years, the school provides meaningful support to develop a high-quality teaching staff. During the remote classroom visits, the CSO site visit team observed modeling and coaching by instructional leaders for staff. The team also observed high-quality instruction in a number of classes.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Meets

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The school has consistently reached targets in terms of overall enrollment, enrollment of SWDs and students eligible for free and reduced priced lunch; however, the school has consistently not met its target for ELLs.

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

- **Indicator a:** NA

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

- **Indicator a:** The school has maintained sufficient enrollment demand overall for the school, with enrollment at or above 97 percent of contracted enrollment in each year of the charter term. In fact, the school is seeking to increase enrollment by five percent as part of a significant revision to the charter. The school meets the target for SWDs and ED students. The percent of SWDs has grown from the start of the charter term and currently exceeds that of NYC CSD 14. The percent of ED students has consistently been at or near the rate of NYC CSD 14. The percent of ELLs, however, has been below that of NYC CSD 14, and that gap has grown. School leadership self-reports that in the 2021-2022 school year, just over two percent of students are ELLs. This is down

from eight percent or nine percent in previous years and below the NYC CSD 14 rate of approximately 15 percent.

- **Indicator b:** The school has outlined several outreach and recruitment strategies to increase the number of ELLs at the school, including:
 - door-to-door canvassing,
 - attendance at fairs, and
 - more Spanish-language materials.
 - During remote focus groups, school leadership and students both highlighted that the school has hired more bilingual staff to support outreach with families who do not speak English. The school has also developed more robust supports for current students to support retention efforts. This was discussed in the focus groups and the school presented the outreach efforts carried out by the administration and the teachers to promote student engagement and retention.
- **Indicator c:** The school regularly reviews enrollment data in comparison to that of NYC CSD 14. Board meeting minutes document that the board reviews this data and takes appropriate policy action to address needs. For example, the board approved a change to the enrollment lottery policy, giving a higher weighted preference to prioritize enrollment of ELLs and ED students. The school's renewal application states that "we have historically met or come within seven percentage points of the target for our district. This indicates that our comprehensive recruitment strategies [...] are effective." While strategies have been effective for SWDs and ED student, and while the pandemic has created new challenges, the school must continue to revisit strategies to enroll more ELLs as those number have declined over the past school year.

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

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This was due to the school posting a video related to the earth science lab practical stations for the Regents exam - a potential security issue with Earth Science lab practical stations since this a secure part of our state assessment. Moreover, there were several problems with the school's August 2021 Annual Report, including stating the wrong mission, confusion with the KDEs, problems with the board approvals, missing disclosures, poor board member attendance, a high number of uncertified teachers, uncategorized teachers, problems with the org chart and calendar. Most of these problems have now been rectified.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has been in general compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. On this report we note that the school posted a video related to the earth science lab practical stations for the Regents exam creating a potential security issue with this secure part of our state assessment.
- **Indicator b:** The CSO issued a Notice of Deficiency to NCHS on July 5, 2021, related to its special education program. The school acknowledged the findings and submitted a corrective action plan to the CSO in August 2021. The CSO approved the plan in September 2021. Since then, the school has undertaken appropriate corrective action to address the findings. The CSO liaison continues to discuss the implementation and effectiveness of those strategies used to improve its special education program. During the remote focus group, school leadership and special education staff outlined how the school has proactively implemented program changes and ongoing monitoring to maintain compliance. Board meeting minute document the board's engagement in ongoing monitoring of compliance and legal requirements.
- **Indicator c:** The school has not submitted significant revision requests during the charter term.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

NORTHSIDE CHARTER HIGH SCHOOL

BEDS Code

331400860945

2020-2021 Enrollment

398

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 #14
Total Public School Enrollment of Resident Students attending Charter Schools:	15%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	High School
Address:	424 LEONARD ST-4TH FL BROOKLYN NY 11222
Website:	www.northsidechs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2009
Authorizer:	NYS BOR
CEO:	STANTON BROWN
CEO Phone:	(347) 390-1273
CEO Email:	sbrown@northsidechs.org
BOT President:	KALEY KARAFFA
BOT President Phone:	(347) 390-1273
BOT President Email:	karaffakaley@gmail.com
Institution ID:	800000063771

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
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	399	67	17%
Student Survey (Grades 9-12)	399	119	30%
Teacher Survey	-	32	-

*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

NORTHSIDE CHARTER HIGH SCHOOL

2018-2019

NORTHSIDE CHS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School					
	ACAD-SCHOLARSHIP & ENTREPRENEURSHIP	.	.	.	+11
	ASTOR COLLEGIATE ACADEMY	.	.	.	+10
	AUGUST MARTIN HIGH SCHOOL	.	.	.	+2
	BROOKLYN ACADEMY OF SCI & ENVIRON	.	.	.	+13
	BROOKLYN HIGH SCHOOL-LAW AND TECH	.	.	.	+3
	BROOKLYN SCHOOL FOR MUSIC & THEATER	.	.	.	+13
	CAMBRIA HEIGHTS ACADEMY	.	.	.	+5
	CENTRAL PARK EAST HIGH SCHOOL	.	.	.	-5
	CHELSEA CAREER AND TECH ED HS	.	.	.	+4
	CINEMA SCHOOL (THE)	.	.	.	+5
	CURTIS HIGH SCHOOL	.	.	.	+17
	DIGITAL ARTS AND CINEMA HS	.	.	.	-4
	FOOD AND FINANCE HIGH SCHOOL	.	.	.	+9
	GEORGE WESTINGHOUSE CAREER/TECH HS	.	.	.	-4
	GRAMERCY ARTS HIGH SCHOOL	.	.	.	-2
	HIGH SCH OF FASHION INDUSTRIES (THE)	.	.	.	0
	HIGH SCHOOL OF ECONOMICS & FINANCE	.	.	.	+2
	HS FOR PUBLIC SERVICE-HEROES OF TOM	.	.	.	-1
	HUMANITIES PREP ACADEMY	.	.	.	-3
	JOHN JAY SCHOOL FOR LAW	.	.	.	+5
	LANDMARK HIGH SCHOOL	.	.	.	+22
	+/- 5 MANHATTAN VILLAGE ACADEMY	.	.	.	-6
	MIDDLE EARLY COLLEGE HIGH SCHOOL	.	.	.	-3
	MT VERNON HIGH SCHOOL	.	.	.	+34
	MURRY BERGTRAUM HS FOR BUS CAR	.	.	.	+24
	NEW VISIONS CHTR HS-ADV MA/SCI IV	.	.	.	-4
	NEW VISIONS CHTR HS-HUMANITIES III	.	.	.	+3
	PACE HIGH SCHOOL	.	.	.	+3
	PARK EAST HIGH SCHOOL	.	.	.	-5
	PELHAM PREPARATORY ACADEMY	.	.	.	-1
	RICHARD R GREEN HS OF TEACHING	.	.	.	+11
	ROBERT H GODDARD HS-COMM/TECH	.	.	.	-2
	SCHENECTADY HIGH SCHOOL	.	.	.	+17
	SOUTH BRONX COMMUNITY CHARTER HIGH S	.	.	.	+10
	SOUTH PARK HIGH SCHOOL	.	.	.	+21
	UNIVERSITY HEIGHTS SECONDARY SCHOOL	.	.	.	-7
	URBAN ACADEMY-GOVERNMENT & LAW	.	.	.	+4
	URBAN ASSEMBLY FOR THE PERFORM ARTS	.	.	.	+9
	URBAN ASSEMBLY MAKER ACADEMY	.	.	.	+4
	WESTCHESTER SQUARE ACADEMY	.	.	.	+13
	WILLAMSBURG HS-ARCH & DESIGN	.	.	.	-3
	WILLAMSBURG PREPARATORY SCHOOL	.	.	.	-4
	Mean	.	.	.	+5

1/24/2022

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 7.5	ACADEMY FOR HEALTH CAREERS	.	.	.	+8
	ACADEMY OF INNOVATIVE TECHNOLOGY	.	.	.	+3
	ACADEMY-FINANCE & ENTERPRISE	.	.	.	-4
	BAYSIDE HIGH SCHOOL	.	.	.	-6
	BENJAMIN BANNEKER ACADEMY	.	.	.	-4
	BRONX COMPASS HIGH SCHOOL	.	.	.	+11
	BRONX HEALTH SCIENCES HIGH SCHOOL	.	.	.	-7
	BRONXDALE HIGH SCHOOL	.	.	.	+9
	BRONXWOOD PREP ACADEMY (THE)	.	.	.	+19
	BROOKLYN COLLEGE ACADEMY	.	.	.	-6
	BROOKLYN GENERATION SCHOOL	.	.	.	+17
	BROOKLYN HIGH SCHOOL OF THE ARTS	.	.	.	+1
	BROOKLYN PREPARATORY HS	.	.	.	+1
	BROOKLYN THEATRE ARTS HIGH SCHOOL	.	.	.	+21
	BROOME ST ACADEMY CHARTER HIGH SCHOO	.	.	.	+25
	BUSINESS OF SPORTS SCHOOL	.	.	.	+10
	CIVIC LEADERSHIP ACADEMY	.	.	.	+3
	CLARA BARTON HIGH SCHOOL	.	.	.	+17
	COLLEGIATE INST FOR MATH & SCI	.	.	.	+3
	CORCORAN HIGH SCHOOL	.	.	.	+15
	CULTURAL ACADEMY-ARTS AND SCIENCES	.	.	.	+5
	EPIC HIGH SCHOOL - NORTH	.	.	.	+16
	EXCELSIOR PREP HIGH SCHOOL	.	.	.	+4
	FOREST HILLS HIGH SCHOOL	.	.	.	+2
	GEORGE WASHINGTON CARVER HS	.	.	.	+14
	HIGH SCHOOL FOR CIVIL RIGHTS	.	.	.	+18
	HIGH SCHOOL OF SPORTS MANAGEMENT	.	.	.	+18
	HIGH SCHOOL-COMPUTERS & TECHNOLOGY	.	.	.	+12
	HIGH SCHOOL-YOUTH & COMM DVLPMNT	.	.	.	+10
	HS FOR ENVIRONMENTAL STUDIES	.	.	.	+4
	HS FOR INNOVATION -ADVERTISING/MEDIA	.	.	.	+9
	HS-HEALTH PROFESSIONS & HUMAN SVCS	.	.	.	-3
	HS-LAW ENFORCEMENT & PUB SAFETY	.	.	.	+8
	HUDSON HS OF LEARNING TECHNOLOGIES	.	.	.	+5
	HUMANITIES & ARTS MAGNET HS	.	.	.	+11
	INFORMATION TECHNOLOGY HIGH SCHOOL	.	.	.	+11
	INSTITUTE OF TECH AT SYRACUSE CENTRA	.	.	.	+30
	JACQUELINE KENNEDY-ONASSIS HIGH SCH	.	.	.	+12
	JOSEPH C WILSON MAGNET HIGH SCH	.	.	.	+22
	KURT HAHN EXPEDITIONARY LRNING SCH	.	.	.	+11
	LEADERSHIP & PUBLIC SERVICE HIGH SCH	.	.	.	+7
	LEWIS J BENNETT HS OF INNOVATIVE TEC	.	.	.	+5
	LIFE ACAD HS FOR FILM AND MUSIC	.	.	.	+15
	LIFE SCIENCES SECONDARY SCHOOL	.	.	.	+13
	MANHATTAN CENTER-SCIENCE & MATH	.	.	.	-4
	MATH, ENG, SCI ACADEMY CHARTER HIGH	.	.	.	-2
	MIDDLETOWN HIGH SCHOOL	.	.	.	+8
	MILLENIUM ART ACADEMY	.	.	.	+8
	NEW DESIGN HIGH SCHOOL	.	.	.	+12
	NEW VISIONS CHARTER HS-ADV MATH/SCIE	.	.	.	-3

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

NEW VISIONS CHARTER HS-HUMANITIES	.	.	.	-7
NEW VISIONS CHTR HS-ADV MA/SCI III	.	.	.	-2
NIAGARA FALLS HIGH SCHOOL	.	.	.	+26
PORT RICHMOND HIGH SCHOOL	.	.	.	+18
POUGHKEEPSIE HIGH SCHOOL	.	.	.	+31
QUEENS PREPARATORY ACADEMY	.	.	.	+9
RENAISSANCE HIGH SCHOOL-MTA	.	.	.	+10
SAUNDERS TRADES & TECH SR HIGH SCH	.	.	.	+1
SCIENCE SKILLS CENTER HIGH SCHOOL	.	.	.	-7
STEPHEN T MATHER BLDG ARTS-CRAFTSMAN	.	.	.	+8
THOMAS A EDISON CAREER-TECH HS	.	.	.	-1
TRANSIT TECH CAREER AND TECH EDU	.	.	.	+15
TROY HIGH SCHOOL	.	.	.	+9
UNION SQUARE ACAD FOR HEALTH SCIENCE	.	.	.	-1
URBAN ASSEMBLY-EMERGENCY MANAGEMENT	.	.	.	-1
VANGUARD HIGH SCHOOL	.	.	.	+12
VICTORY COLLEGIATE HIGH SCHOOL	.	.	.	+2
WALTER G O'CONNELL COPIAGUE HIGH SCH	.	.	.	0
WILLIAMSBURG CHARTER HIGH SCHOOL	.	.	.	+9
Mean	.	.	.	+8
ACAD FOR CONSERVATION & ENVIRONMENT	.	.	.	+3
ACADEMY FOR SOFTWARE ENGINEERING	.	.	.	-2
AMERICAN SIGN LANG & ENG SECONDAR	.	.	.	-7
BENJAMIN FRANKLIN HS-FINANCE-INFO	.	.	.	+8
BINGHAMTON HIGH SCHOOL	.	.	.	+20
BOYS AND GIRLS HIGH SCHOOL	.	.	.	+23
BRONX ACAD FOR SOFTWARE ENGINEERING	.	.	.	+15
BRONX AEROSPACE HIGH SCHOOL	.	.	.	+23
BRONX CENTER FOR SCI & MATH	.	.	.	-2
BRONX THEATRE HIGH SCHOOL	.	.	.	+7
BROOKLYN COLLEGIATE	.	.	.	+9
BROOKLYN COMM ARTS-MEDIA HS	.	.	.	+2
BROOKLYN INSTITUTE FOR LIBERAL ARTS	.	.	.	+1
CAPTAIN VERNON A RICHARDS HS-FIRE	.	.	.	+15
CELIA CRUZ BRONX HS OF MUSIC (THE)	.	.	.	-6
CHARTER HIGH SCHOOL-LAW AND SOCIAL	.	.	.	+21
COHOES HIGH SCHOOL	.	.	.	+7
DEAN STREET SCHOOL (THE)	.	.	.	+35
EMERSON SCHOOL OF HOSPITALITY	.	.	.	+10
ESSEX STREET ACADEMY	.	.	.	-4
EXIMIUS COLLEGE PREP ACADEMY	.	.	.	+5
FACING HISTORY SCHOOL (THE)	.	.	.	+10
FRANCIS LEWIS HIGH SCHOOL	.	.	.	+1
GLOBAL LEARNING COLLABORATIVE (THE)	.	.	.	+7
HANNIBAL HIGH SCHOOL	.	.	.	+9
HARRY S TRUMAN HIGH SCHOOL	.	.	.	+15
HARVEST COLLEGIATE HIGH SCHOOL	.	.	.	+7
HEALTH OPPORTUNITIES HIGH SCHOOL	.	.	.	+22
HERBERT H LEHMAN HIGH SCHOOL	.	.	.	+14
HIGH SCHOOL FOR COMMUNITY LEADERSHIP	.	.	.	-2

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 10	HIGH SCHOOL OF ARTS AND TECHNOLOGY	.	.	.	+16
	HIGH SCHOOL OF TELECOMMUNICATION	.	.	.	+1
	HIGH SCHOOL-ENTERPRISE, BUS & TECH	.	.	.	+8
	HIGH SCHOOL-SVC & LRNG	.	.	.	+20
	HS-APPLIED COMMUNICATIONS	.	.	.	+7
	HUTCHINSON CENTRAL TECH HIGH SCHOOL	.	.	.	+4
	INTERNATIONAL LEADERSHIP CHARTER HIG	.	.	.	+1
	JAMAICA GATEWAY TO THE SCIENCES	.	.	.	+3
	JOHN ADAMS HIGH SCHOOL	.	.	.	+11
	KNOWLEDGE, POWER PREP ACAD INTER HS	.	.	.	+5
	LACKAWANNA HIGH SCHOOL	.	.	.	+11
	LEONARDO DA VINCI HIGH SCHOOL	.	.	.	-2
	MANHATTAN BUSINESS ACADEMY	.	.	.	+1
	MARIE CURIE HIGH SCHOOL-NURSING	.	.	.	+33
	MARTIN VAN BUREN HIGH SCHOOL	.	.	.	+8
	MAXINE GREENE HS-IMAGINATIVE INQUIRY	.	.	.	+21
	MCKINLEY VOC HIGH SCHOOL	.	.	.	+6
	MIDWOOD HIGH SCHOOL	.	.	.	-3
	MURRAY HILL ACADEMY	.	.	.	+6
	NEW VISIONS CHTR HS-ADV MA/SCI II	.	.	.	-1
	ORCHARD COLLEGIATE ACADEMY	.	.	.	-1
	PEEKSKILL HIGH SCHOOL	.	.	.	+10
	PELHAM LAB HIGH SCHOOL	.	.	.	+18
	QUEENS TECHNICAL HIGH SCHOOL	.	.	.	+7
	REPERTORY COMPANY HS FOR THEATRE ART	.	.	.	0
	ROBERT F KENNEDY COMMUNITY HS	.	.	.	+8
	ROCKAWAY COLLEGIATE HIGH SCHOOL	.	.	.	+15
	ROOSEVELT HIGH SCHOOL - EARLY COLLEG	.	.	.	-3
	SALMON RIVER HIGH SCHOOL	.	.	.	+9
	SCHUYLerville PREP HIGH SCHOO	.	.	.	+20
	SECONDARY SCHOOL FOR JOURNALISM	.	.	.	+21
	UFT CHARTER SCHOOL	.	.	.	+1
	UNIVERSITY PREP CHARTER HIGH SCHOOL	.	.	.	-2
	URBAN ASSEMBLY SCHOOL FOR MUSIC-ART	.	.	.	+5
	URBAN ASSEMBLY-GLOBAL COMMERCE	.	.	.	+17
	URBAN ASSMBLY SCH-DESIGN & CONST	.	.	.	+23
	URBAN ASSMBLY SCH-LAW & JSTCE	.	.	.	-3
	URBAN ASSMBLY SCH-MEDIA STUDIES	.	.	.	+1
	URBAN SCH-BUSINESS-YNG WOMEN	.	.	.	+9
	VERITAS ACADEMY	.	.	.	+8
	WATERTOWN SENIOR HIGH SCHOOL	.	.	.	+14
	YONKERS HIGH SCHOOL	.	.	.	-4
	Mean	.	.	.	+8
	Mean	.	.	.	+7

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NORTHSIDE CHARTER HIGH SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :
Not applicable to this charter school

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:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Northside CHS	NYS	Differential to NYS	Charter Total Tested	Northside CHS	NYS	Differential to NYS	Charter Total Tested	Northside CHS	NYS	Differential to NYS	Charter Total Tested	Northside CHS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	150	39%	70%	-31	31	19%	46%	-27	10	30%	49%	-19	122	38%	63%	-25
	2017-2018	167	39%	64%	-25	47	23%	39%	-16	16	13%	46%	-33	144	40%	56%	-16
	2018-2019	147	48%	66%	-18	22	14%	43%	-29	17	29%	50%	-21	121	48%	59%	-11
	2019-2020	139	88%	93%	-5	37	81%	90%	-9	17	76%	90%	-14	109	89%	92%	-3
	2020-2021	28	100%	97%	+3	10	100%	96%	+4	-	-	-	-	25	100%	97%	+3
Algebra II (Common Core)	2016-2017	62	15%	81%	-66	-	-	-	-	-	-	-	-	49	8%	70%	-62
	2017-2018	21	48%	82%	-34	-	-	-	-	-	-	-	-	17	35%	72%	-37
	2018-2019	59	22%	83%	-61	6	0%	58%	-58	-	-	-	-	44	23%	72%	-49
	2019-2020	81	99%	99%	0	12	92%	98%	-6	-	-	-	-	71	99%	99%	0
	2020-2021	100	100%	100%	0	15	100%	100%	0	8	100%	100%	0	74	100%	100%	0
English Language Arts (Common Core)	2016-2017	118	83%	84%	-1	17	65%	59%	+6	14	57%	47%	+10	93	83%	77%	+6
	2017-2018	120	47%	79%	-32	26	19%	52%	-33	12	0%	47%	-47	96	44%	70%	-26
	2018-2019	149	75%	84%	-9	42	48%	61%	-13	10	50%	56%	-6	123	76%	78%	-2
	2019-2020	153	98%	96%	+2	33	91%	91%	0	14	100%	89%	+11	116	97%	94%	+3
	2020-2021	292	100%	99%	+1	70	100%	98%	+2	29	100%	98%	+2	236	100%	99%	+1
Geometry (Common Core)	2016-2017	76	8%	63%	-55	9	0%	34%	-34	6	0%	39%	-39	57	5%	50%	-45
	2017-2018	55	16%	67%	-51	-	-	-	-	-	-	-	-	42	17%	54%	-37
	2018-2019	91	30%	70%	-40	18	22%	41%	-19	-	-	-	-	73	27%	57%	-30
	2019-2020	110	97%	98%	-1	16	100%	97%	+3	7	100%	97%	+3	90	97%	97%	0
	2020-2021	91	100%	100%	0	24	100%	100%	0	14	100%	100%	0	75	100%	100%	0
Global History	2018-2019	84	68%	79%	-11	19	53%	52%	+1	-	-	-	-	77	70%	72%	-2
	2019-2020	19	47%	98%	-51	-	-	-	-	-	-	-	-	18	50%	97%	-47
	2020-2021	82	100%	100%	0	9	100%	100%	0	5	100%	100%	0	61	100%	100%	0
Global History Transition	2017-2018	116	44%	73%	-29	25	20%	45%	-25	9	11%	44%	-33	95	40%	62%	-22
	2018-2019	60	30%	62%	-32	15	13%	34%	-21	7	14%	36%	-22	45	27%	51%	-24
	2019-2020	142	88%	84%	+4	27	74%	76%	-2	10	80%	75%	+5	110	87%	80%	+7
Living Environment	2016-2017	139	33%	96%	-39	27	22%	45%	-23	15	0%	37%	-37	113	32%	62%	-30
	2017-2018	154	39%	96%	-31	38	32%	44%	-12	18	22%	43%	-21	137	39%	60%	-21
	2018-2019	157	53%	96%	-18	32	19%	45%	-26	16	38%	43%	-5	121	51%	61%	-10
	2019-2020	159	90%	96%	-6	43	79%	93%	-14	22	91%	94%	-3	131	90%	95%	-5
	2020-2021	41	100%	98%	+2	13	100%	97%	+3	5	100%	98%	+2	35	100%	98%	+2

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Chemistry	2016-2017	15	0%	74%	-74	-	-	-	-	-	-	-	-	14	0%	61%	-61
	2017-2018	11	9%	72%	-63	-	-	-	-	-	-	-	-	9	0%	59%	-59
	2018-2019	58	2%	73%	-71	13	0%	47%	-47	-	-	-	-	42	2%	60%	-58
	2019-2020	62	100%	98%	+2	11	100%	98%	+2	-	-	-	-	48	100%	98%	+2
	2020-2021	100	100%	100%	0	22	100%	100%	0	8	100%	100%	0	76	100%	100%	0
Physical Setting/ Earth Science	2016-2017	91	22%	64%	-42	10	0%	40%	-40	8	25%	33%	-8	72	18%	53%	-35
	2017-2018	91	13%	68%	-55	19	0%	44%	-44	6	0%	42%	-42	76	14%	58%	-44
	2018-2019	106	37%	64%	-27	21	10%	39%	-29	-	-	-	-	91	36%	53%	-17
	2019-2020	114	99%	97%	+2	25	96%	95%	+1	7	100%	96%	+4	91	99%	96%	+3
	2020-2021	93	100%	98%	+2	21	100%	98%	+2	11	100%	99%	+1	76	100%	98%	+2
US History and Government	2016-2017	96	71%	81%	-10	22	45%	55%	-10	7	71%	50%	+21	82	71%	73%	-2
	2017-2018	94	68%	81%	-13	17	41%	56%	-15	10	60%	58%	+2	76	66%	73%	-7
	2018-2019	100	67%	77%	-10	25	40%	51%	-11	9	11%	47%	-36	71	61%	67%	-6
	2019-2020	98	95%	97%	-2	22	86%	93%	-7	9	89%	92%	-3	83	96%	95%	+1
	2020-2021	173	100%	100%	0	44	100%	100%	0	20	100%	100%	0	141	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NORTHSIDE CHARTER HIGH SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Northside CHS	NYS	Differential to NYS	Charter Total Cohort	Northside CHS	NYS	Differential to NYS	Charter Total Cohort	Northside CHS	NYS	Differential to NYS	Charter Total Cohort	Northside CHS	NYS	Differential to NYS
ELA	2013 Cohort	82	89%	85%	+4	16	56%	55%	+1	-	-	-	-	66	89%	80%	+9
	2014 Cohort	97	90%	84%	+6	22	64%	54%	+10	7	14%	52%	-38	79	87%	78%	+9
	2015 Cohort	87	92%	84%	+8	9	44%	55%	-11	8	75%	55%	+20	66	89%	79%	+10
	2016 Cohort	84	88%	88%	0	21	57%	66%	-9	-	-	-	-	59	88%	84%	+4
	2017 Cohort	82	98%	89%	+9	15	100%	69%	+31	-	-	-	-	68	97%	86%	+11
Global History	2013 Cohort	82	80%	78%	+2	16	38%	42%	-4	-	-	-	-	66	80%	70%	+10
	2014 Cohort	97	82%	77%	+5	22	45%	42%	+3	7	14%	43%	-29	79	78%	69%	+9
	2015 Cohort	87	89%	78%	+11	9	44%	43%	+1	8	75%	48%	+27	66	88%	70%	+18
	2016 Cohort	84	70%	84%	-14	21	38%	60%	-22	-	-	-	-	59	66%	80%	-14
	2017 Cohort	82	93%	87%	+6	15	80%	66%	+14	-	-	-	-	68	94%	84%	+10
Math	2013 Cohort	82	85%	85%	0	16	44%	50%	-6	-	-	-	-	66	86%	80%	+6
	2014 Cohort	97	79%	83%	-4	22	27%	49%	-22	7	14%	59%	-45	79	75%	77%	-2
	2015 Cohort	87	94%	84%	+10	9	78%	51%	+27	8	75%	60%	+15	66	92%	78%	+14
	2016 Cohort	84	80%	88%	-8	21	43%	64%	-21	-	-	-	-	59	80%	85%	-5
	2017 Cohort	82	98%	90%	+8	15	100%	69%	+31	-	-	-	-	68	97%	88%	+9
Science	2013 Cohort	82	80%	84%	-4	16	44%	52%	-8	-	-	-	-	66	82%	78%	+4
	2014 Cohort	97	79%	83%	-4	22	41%	52%	-11	7	29%	50%	-21	79	75%	76%	-1
	2015 Cohort	87	85%	83%	+2	9	33%	51%	-18	8	63%	51%	+12	66	85%	76%	+9
	2016 Cohort	84	85%	87%	-2	21	62%	64%	-2	-	-	-	-	59	85%	83%	+2
	2017 Cohort	82	100%	90%	+10	15	100%	70%	+30	-	-	-	-	68	100%	87%	+13
US History	2013 Cohort	82	87%	81%	+6	16	56%	49%	+7	-	-	-	-	66	88%	74%	+14
	2014 Cohort	97	78%	80%	-2	22	50%	48%	+2	7	43%	50%	-7	79	75%	72%	+3
	2015 Cohort	87	84%	79%	+5	9	44%	48%	-4	8	50%	48%	+2	66	82%	71%	+11
	2016 Cohort	84	92%	84%	+8	21	71%	61%	+10	-	-	-	-	59	92%	79%	+13
	2017 Cohort	82	89%	85%	+4	15	80%	66%	+14	-	-	-	-	68	87%	81%	+6

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

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:

Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		Northside CHS	NYS	Differential to NYS	Northside CHS	NYS	Differential to NYS	Northside CHS	NYS	Differential to NYS
All Students	2012 Cohort	11%	43%	-32	48%	69%	-21	13%	46%	-33
	2013 Cohort	16%	39%	-23	60%	72%	-12	17%	41%	-24
	2014 Cohort	6%	29%	-23	64%	71%	-7	6%	30%	-24
	2015 Cohort	3%	34%	-31	63%	68%	-5	3%	36%	-33
SWD	2012 Cohort	0%	8%	-8	9%	28%	-21	0%	11%	-11
	2013 Cohort	0%	7%	-7	13%	33%	-20	0%	9%	-9
	2014 Cohort	0%	4%	-4	32%	32%	0	0%	5%	-5
	2015 Cohort	0%	6%	-6	22%	29%	-7	0%	8%	-8
ELL	2012 Cohort	0%	10%	-10	0%	24%	-24	0%	16%	-16
	2014 Cohort	0%	8%	-8	14%	28%	-14	0%	10%	-10
	2015 Cohort	0%	9%	-9	38%	30%	+8	0%	12%	-12
ED	2012 Cohort	8%	29%	-21	47%	58%	-11	9%	33%	-24
	2013 Cohort	15%	27%	-12	56%	63%	-7	17%	29%	-12
	2014 Cohort	5%	18%	-13	57%	61%	-4	5%	19%	-14
	2015 Cohort	3%	22%	-19	65%	58%	+7	3%	24%	-21

*See NOTES (1), (2), (3), (4), and (8) below.

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:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Northside CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Northside CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Northside CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Northside CHS	NYS Graduation Rate	Differential to NYS
2013 Cohort	4 Year	82	89%	82%	+7	16	75%	58%	+17	-	-	-	-	66	89%	76%	+13
	5 Year	80	93%	85%	+8	15	80%	64%	+16	-	-	-	-	65	92%	80%	+12
	6 Year	80	93%	86%	+7	15	80%	66%	+14	-	-	-	-	65	92%	82%	+10
2014 Cohort	4 Year	97	86%	83%	+3	22	68%	60%	+8	7	43%	54%	-11	79	82%	76%	+6
	5 Year	93	97%	86%	+11	20	95%	66%	+29	7	57%	62%	-5	75	96%	81%	+15
	6 Year	95	97%	87%	+10	22	95%	68%	+27	7	57%	66%	-9	76	96%	83%	+13
2015 Cohort	4 Year	87	86%	83%	+3	9	67%	62%	+5	8	63%	58%	+5	66	85%	77%	+8
	5 Year	83	96%	87%	+9	8	75%	67%	+8	8	88%	68%	+20	62	95%	82%	+13
	6 Year	83	96%	88%	+8	8	75%	70%	+5	7	86%	70%	+16	62	95%	84%	+11
2016 Cohort	4 Year	84	93%	85%	+8	21	81%	63%	+18	-	-	-	-	59	95%	80%	+15
	5 Year	83	98%	88%	+10	20	90%	69%	+21	-	-	-	-	59	98%	83%	+15
2017 Cohort	4 Year	82	94%	86%	+8	15	100%	65%	+35	-	-	-	-	68	93%	81%	+12

*See NOTES (1), (2), (4), and (9) below.

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

Third Year On-Track to Graduate – Target = 75%

Northside CHS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	98	78	80%	18	7	39%	8	2	25%	79	60	76%
2015	96	74	77%	14	6	43%	10	7	70%	77	58	75%
2016	80	58	73%	22	7	32%	-	-	-	52	36	69%
2017	87	83	95%	17	16	94%	5	4	80%	78	74	95%
2018	111	104	94%	19	14	74%	9	7	78%	81	74	91%

*See NOTES (1), (2), (4), (7), and (10) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NORTHSIDE CHARTER HIGH SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Northside CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	400	401	100%
2017-2018	400	402	101%
2018-2019	400	389	97%
2019-2020	400	395	99%
2020-2021	400	398	100%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Northside CHS	NYC CSD 14	Differential to District	Northside CHS	NYC CSD 14	Differential to District	Northside CHS	NYC CSD 14	Differential to District
2016-2017	16%	21%	-5	8%	12%	-4	77%	79%	-2
2017-2018	21%	21%	0	8%	15%	-7	83%	83%	0
2018-2019	21%	20%	+1	9%	16%	-7	78%	82%	-4
2019-2020	22%	19%	+3	8%	15%	-7	81%	82%	-1
2020-2021	23%	23%	0	9%	15%	-6	79%	84%	-5

*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		
	Northside CHS	NYC CSD 14	Differential to District	Northside CHS	NYC CSD 14	Differential to District	Northside CHS	NYC CSD 14	Differential to District	Northside CHS	NYC CSD 14	Differential to District
2016-2017	90%	84%	+6	90%	81%	+9	100%	80%	+20	92%	84%	+8
2017-2018	89%	85%	+4	93%	79%	+14	75%	84%	-9	90%	85%	+5
2018-2019	85%	86%	-1	85%	83%	+2	83%	85%	-2	85%	86%	-1
2019-2020	86%	87%	-1	81%	82%	-1	71%	83%	-12	86%	86%	0
2020-2021	92%	90%	+2	96%	84%	+12	89%	88%	+1	92%	90%	+2

*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:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	103	72	70%	21	13	62%	11	5	45%	86	59	69%
	5-Year	103	79	77%	21	15	71%	11	6	55%	86	66	77%
	6-Year	103	81	79%	21	16	76%	11	6	55%	86	68	79%
2015 Cohort	4-Year	101	69	68%	10	6	60%	11	6	55%	79	53	67%
	5-Year	101	73	72%	10	6	60%	11	8	73%	79	56	71%
	6-Year	101	73	72%	10	6	60%	11	8	73%	79	56	71%
2016 Cohort	4-Year	96	64	67%	17	13	76%	7	3	43%	78	50	64%
	5-Year	96	65	68%	17	13	76%	7	3	43%	78	51	65%
2017 Cohort	4-Year	96	64	67%	23	16	70%	9	3	33%	85	58	68%

*See NOTES (2) and (10) below.

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

NORTHSIDE CHARTER HIGH SCHOOL

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

2016-17	2017-18	2018-19	2019-20	2020-21
9-12	9-12	9-12	9-12	9-12
400	400	400	400	400
400	400	400	400	400
401	402	389	395	398

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

4,951,072	5,694,148	5,943,963	5,717,270	5,563,048
238,452	338,207	147,542	391,433	222,759
105,055	110,673	135,616	69,858	75,891
-	-	-	-	-

Total Current Assets

5,294,579	6,143,028	6,227,121	6,178,561	5,861,698
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Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

191,030	367,627	420,752	523,105	392,708
75,247	75,328	-	-	-
-	-	75,391	75,447	75,516
-	-	-	-	-

Total Non - Current Assets

266,277	442,955	496,143	598,552	468,224
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Total Assets

5,560,856	6,585,983	6,723,264	6,777,113	6,329,922
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LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

60,479	171,769	116,351	127,668	157,930
359,144	309,958	351,406	-	-
-	-	-	-	-
45,504	-	2,602	-	-
-	46,188	-	-	-

Total Current Liabilities

465,127	527,915	470,359	127,668	157,930
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Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	612,500	612,500

Total Long-Term Liabilities

-	-	-	612,500	612,500
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Total Liabilities

465,127	527,915	470,359	740,168	770,430
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NET ASSETS

Unrestricted
Restricted

5,095,729	6,058,068	6,252,905	6,036,945	5,559,492
-	-	-	-	-

Total Net Assets

5,095,729	6,058,068	6,252,905	6,036,945	5,559,492
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Total Liabilities and Net Assets

5,560,856	6,585,983	6,723,264	6,777,113	6,329,922
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OPERATING REVENUE

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

5,769,918	5,839,609	5,996,636	6,281,591	6,272,315
598,739	845,932	888,055	908,212	827,608
-	-	-	-	-
289,169	319,670	251,460	374,820	289,100
28,311	22,569	18,897	17,609	28,995
-	-	-	-	-

Total Operating Revenue

6,686,136	7,027,781	7,155,048	7,582,232	7,418,018
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EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

3,918,393	3,818,494	4,643,481	4,965,597	5,240,928
1,231,931	1,462,859	1,595,217	1,945,401	1,797,466
-	-	-	-	-

Total Program Services

5,150,324	5,281,353	6,238,698	6,910,998	7,038,394
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Supporting Services

Management and General
Fundraising

815,087	801,231	836,760	973,293	874,343
-	-	-	-	-

Total Support Services

815,087	801,231	836,760	973,293	874,343
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Total Expenses

5,965,411	6,082,584	7,075,458	7,884,291	7,912,737
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Surplus/Deficit from Operations

720,725	945,197	79,590	(302,059)	(494,719)
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SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

1,310	1,326	80,247	86,099	17,266
1,591	15,559	-	-	-
-	-	-	-	-
18,592	257	35,000	-	-

Total Support and Other Revenue

21,493	17,142	115,247	86,099	17,266
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Change in Net Assets

742,218	962,339	194,837	(215,960)	(477,453)
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Net Assets - Beginning of Year

4,353,512	5,095,729	6,058,068	6,252,905	6,036,945
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Net Assets - End of Year

5,095,730	6,058,068	6,252,905	6,036,945	5,559,492
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REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

16,674	17,482	18,393	19,196	18,638
54	43	296	218	43

Total Revenue

16,727	17,525	18,690	19,413	18,682
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Expenses - Per Pupil

Program Services
Management and General, Fundraising

12,844	13,138	16,038	17,496	17,684
2,033	1,993	2,151	2,464	2,197

Total Expenses

14,876	15,131	18,189	19,960	19,881
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% of Program Services

86.3%	86.8%	88.2%	87.7%	89.0%
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% of Management and Other

13.7%	13.2%	11.8%	12.3%	11.0%
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% of Revenue Exceeding Expenses

12.4%	15.6%	2.8%	-2.7%	-6.0%
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FINANCIAL COMPOSITE SCORE

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

3.00	3.00	2.87	2.46	2.28
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

4,829,452	5,615,113	5,756,762	6,050,893	5,703,768
11.4	11.6	13.2	48.4	37.1

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

0.1	0.1	0.1	0.1	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash

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

302.9	341.7	306.6	264.7	256.6
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

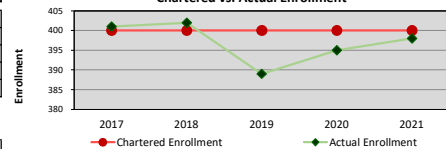
TOTAL MARGIN

Total Margin Ratio
BENCHMARK and FINDING:

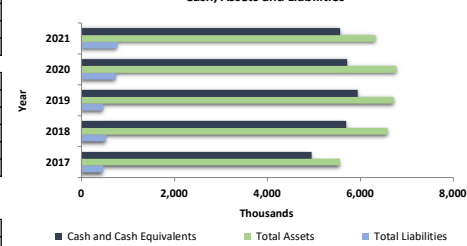
Ratio should be equal to or greater than 0.0

0.1	0.1	0.0	(0.0)	(0.1)
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

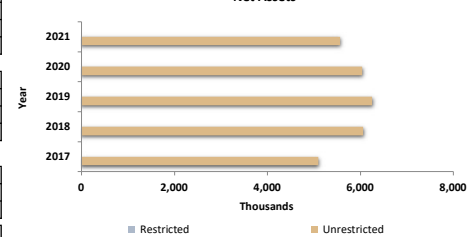
Chartered vs. Actual Enrollment



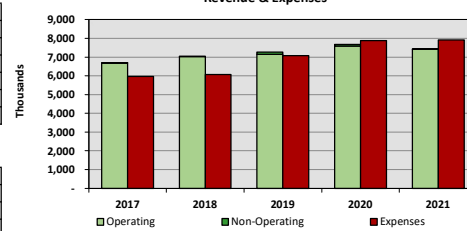
Cash, Assets and Liabilities



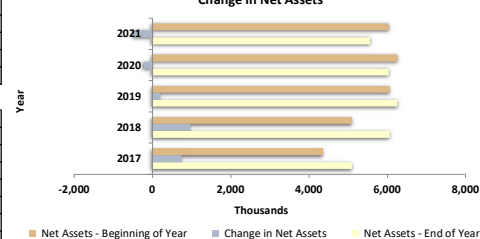
Net Assets



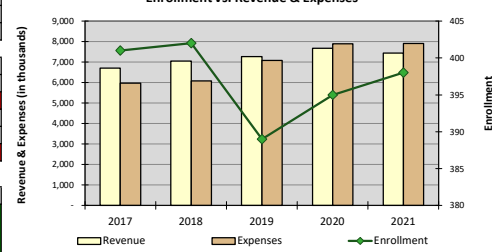
Revenue & Expenses



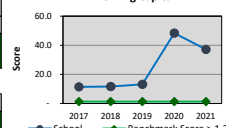
Change in Net Assets



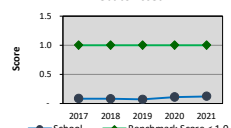
Enrollment vs. Revenue & Expenses



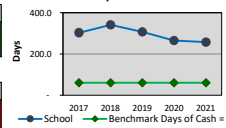
Working Capital



Debt to Asset



Days of Cash



Total Margin

