New York State Education Department

Renewal Site Visit Report
2019-2020

New Ventures Charter School

Visit Date: November 6, 2019 – November 7, 2019
Date of Report: March 4, 2020

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New Ventures Charter School
Board Chair	Deborah Miller
District of location	NYC CSD 31
Opening Date	Fall 2015
Charter Term(s)	Initial Charter Term: July 6, 2015 – June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	Grades 10-12/ 180 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 10-12/180 students
Comprehensive Management Service Provider	Integration Charter Schools
Facilities	1 Teleport Drive, Staten Island – Private Space
Mission Statement	*The mission of New Ventures Charter School is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives.*
Key Design Elements	• NVCS will offer small classes • The NVCS field learning experiences feature small groups of students participating at community businesses, government, and not-for-profit organizations. • NVCS will offer each student an Individualized Pathway to a Regents diploma within 26 months of entering NVCS (two years plus three summers) and will provide individualized skill development in reading, writing, and mathematics for students who need extra time and effort to "catch up" to academic standards. • NVCS will fully integrate students living with disabilities. • NVCS will proactively assess student needs for support services, will work with students and their families to identify areas requiring

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

	Immediate/Intensive Action as well as those which if not addressed will likely disrupt schooling, and will link students with community social service agencies. • Students will begin their NVCS experience with an intensive summer boot camp which will lay the groundwork for field learning.
Recommended Material Revisions	• None

Noteworthy: The 2018-2019 English Language Arts' Common Core Regents test scores were 5 percentage points above NYS for all students, 19 percentage points above NYS for students with disabilities (SWDs), and 17 percentage points above NYS for economically disadvantaged (ED) students. New Ventures serves over-aged/under-credited students. New Ventures serves over-aged/under-credited students. They are one of the highest performing charter schools serving this population in New York State.

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 2015 to 2016	**Year 2 2016 to 2017**	**Year 3 2017 to 2018**	**Year 4 2018 to 2019**	**Year 5 2019 to 2020**
Grade Configuration	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12
Total Approved Enrollment	60	150	175	200	180

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

	Year 1 2020 to 2021	**Year 2 2021 to 2022**	**Year 3 2022 to 2023**	**Year 4 2023 to 2024**	**Year 5 2024 to 2025**
Grade Configuration	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12
Total Proposed Enrollment	180	180	180	180	180

[2] This proposed chart is the enrollment plan being recommended by NYSED..

METHODOLOGY

A two-day renewal site visit was conducted at New Ventures Charter School on November 6, 2019 - November 7, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the principal and vice president of student integration. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted 19 classroom observations in Grade 10to 12. The observations were approximately 20 minutes in length and conducted jointly with the leadership of the school (principal and vice president of student integration and a senior educator).

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

a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
e. **Narrative describing the process used to evaluate school leadership;**
f. **Narrative describing the process school leadership uses to evaluate teachers;**
g. **School administered teacher, parent/student surveys**
h. **NYCDOE School Quality Report results**
i. NYSED CSO Parent Survey and NYSED CSO Teacher Survey;
j. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** *(including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.)***;**
k. **Admissions and Waitlist**; and
l. Faculty/Staff Roster

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from November 6, 2019 to November 7, 2019 at New Ventures Charter School (NVCS), see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	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.	Falls Far Below
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Findings

- The New Ventures Charter School is in year 5 of operation and serves students in Grades 10-12. During its current charter term, the school is rated in the following manner: exceeding 0 benchmarks, meeting 6 benchmarks, approaching 3 benchmarks, and falling far below 1 benchmark. Additional details regarding those ratings are provided below.

- **Areas of Strengths**: The school has a significantly higher graduation rate than other transfer schools. The school provides significant academic and social-emotional support to meet the academic needs of its SWDs, as NVCS provides instruction to students that is "project-based, career focused, embeds social-emotional learning," and is "tailored" to students' individual needs. Students reported to feel safe and supported. The school uses data from its extensive programs to support the social-emotional learning needs of its students and tracks those needs. The board provides active oversight of the school's academic programs. The school is appropriately staffed to meet the academic and educational needs of its students. The school fully implements its key design elements.

- **Areas in Need of Improvement**: Due to its hours, New Ventures fiscally and operationally benefit from co-located space with other Integration Charter Schools(ICS) schools.. The board is seeking to resolve the fiscal challenges posed by its current facility needs and by the implementation of a school model requiring a large number of instructional and administrative staff. The board continues to strengthen its own capacity for governance, performance review of school leaders, compliance with applicable laws and authorizer requirements, and long-range planning. There appears to be a misunderstanding among teaching staff and administration as they are not completely aware of their responsibilities to implement a student's IEP recommendations with fidelity. The school continues to be below the district of location with regard to its English language learners (ELLs)/ Multilingual learners (MLLs) student population.

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

Academic Program for High School:

- The school day starts in the afternoon and extends into the evening. The school day is divided between "fieldwork" session and more traditional classroom courses offered in the evening. Fieldwork consists of project-based hands-on learning at sites in Staten Island, and career-based internships occurring on Fridays.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):

- Fieldwork and classrooms use the Integrated Co-Teaching (ICT) model in which the lead teacher is dual certified in a particular subject and special education and/or the second teacher or teaching assistant provides targeted support to SWDs. The school supports ELLs/MLLs through push-in support provided by the ELLs/MLLs coordinator.

Summative Evidence for Benchmark 1:

- The 2012 six-year cohort is calculated at 74% compared to a 47% graduation rate for all NYS transfer schools. The 2012 six-year cohort for SWD is calculated at 64% compared to a 37% graduation rate for all NYS transfer schools. Most NVCS students enroll in the school at 16 years of age with 16 accumulated high school credits and having passed one NYS Regents examination. On average, NVCS students earn 28 credits and pass four regent examinations within two years.

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: Approaches

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

Summative Evidence for Benchmark 2:

1. **Element: *Curriculum***:
   - **Indicator a:**
     - The school has some processes in place to align its curricula with New York State Learning Standards (NYSLS). During the summer, teachers and instructional leaders spend approximately one week developing syllabi designed to align with the school's teacher-created curricula. In its focus group, school leaders acknowledged that there is no

systematic method to ensure that teachers teach to all standards as teachers modify unit plans and/or lesson plans throughout the year. In responses to NYSED CSO Teacher Survey, all teachers agreed that the curriculum is aligned to NYSLS. Eighty-six percent of NVCS' teachers surveyed by NYSED CSO Teacher Survey strongly agree/agree that the school uses a documented curriculum aligned to NYSLS.

- **Indicator b:**
  - While teachers design unit and lesson plans to prepare students to pass Regents exams, unit and lesson plans do not stimulate higher-order thinking. The school offers the following courses that culminate in a Regents exam: Algebra, Geometry, Living Environment, Global History, and U.S. History. In classroom observations, there were no classrooms in which teachers provided students with the opportunity to explore and grapple with open-ended questions and there were no observed opportunities for students to work collaboratively to solve complex problems.
- **Indicator c:**
  - There is no systematic process to ensure the school and teachers align curricula horizontally and vertically. School leaders and teachers report that teachers create customized curricula for particular classroom courses and fieldwork assignments. Though instructional leaders reported that coaches from the Integration Charter Schools (ICS) Network provide training on how to align curricula across classrooms, there is no school-wide effort, group of instructional leaders, or group of teachers that is specifically assigned to aligning all of the teacher-created curricula. In the NYSED CSO Teacher Survey response, four of the seven responders were unclear whether curricula were horizontally and vertically aligned.
- **Indicator d:**
  - The school provides differentiated student learning paths and provides differentiated presentation of materials but does not regularly provide differentiated content to students. The school does not place students in particular grade levels; each individual's education path is unique. Upon admission to the school, the school provides individualized graduation plans to students and places students into skills-based courses designed to match the students' needs. In classroom observations, CSO visitors observed special education certified teachers as well as teaching assistants present class material in ways designed to help SWDs understand the material. However, responsibilities for special education compliance are delegated to teaching staff without observable guidance or oversight. In classroom and fieldwork observations, the content and material provided to students was not differentiated; teachers provided all students the same learning materials and learning activities.
- **Indicator e:**
  - The school provides teachers various opportunities to review and revise curricula. Teachers and school leaders report that the school conducts a mid-year retreat in which teachers take the lead to discuss the curricula and any changes that need to be made for the second half of the year. Teachers have daily opportunities to meet with their co-teacher to analyze what transpired in the classroom that day and determine whether lessons should be revised and/or retaught for the subsequent day. In the NYSED CSO Teacher Survey, six of seven responders agreed that faculty frequently collaborate regarding curriculum and instruction.

2. **Element: *Instruction***:
   - **Indicator a:**
     - School staff have a partial understanding of high-quality instruction. Observed instructional practices showed that teachers came prepared to class and required students, at times, to produce student work products in the classroom. However, in some classrooms the instruction was highly teacher-centered with no clear evidence of student learning occurring during those sessions.
   - **Indicator b:**
     - Instructional delivery fosters some engagement with students. During fieldwork and classroom observations, when asked to do independent student work, all students were involved in independent student work. When working in pairs, students were engaged to solve the problem at hand. However, during whole group learning activities, students were less engaged. There is a lack of peer-to-peer discussion and during student presentations other students do not consistently critique their fellow students' work.

3. **Element: *Assessment and Program Evaluation***:
   - **Indicator a:**
     - The school is still developing its use of assessment data to inform instruction. According to school leaders, the school uses item skills analyses from Regents examinations to determine the types of skills that teachers will need to remediate with students. In an effort to better inform instruction this year, and to better identify the ELA and math skills that students need more support in, the school has begun the use of Scantron. However, as of early November 2019, the school has yet to analyze the September baseline results of the Scantron assessments.
   - **Indicator b:**
     - The school is still developing its use of assessment data to inform instruction. According to school leaders, the school uses item skills analyses from Regents examinations to determine the types of skills that teachers will need to remediate with students. In an effort to better inform instruction this year and to better identify the ELA and math skills that students need more support in, the school has begun the use of Scantron. However, as of early November 2019, the school has yet to analyze the September baseline results of the Scantron assessments.
   - **Indicator c:**
     - The school uses data to evaluate the academic program and modify the program accordingly. For example, school leaders reported that analysis of past Regents results indicated that NVCS students often struggled with document-based-questions and related writing activities. Therefore, the school made an effort for the history teachers to more fully integrate the curriculum with the ELA teachers. In the NYSED CSO Teacher Survey response, all teachers agreed that the administration uses data from assessments to make school-wide decisions.

4. **Element: *Supports for Diverse Learners***:
   - **Indicator a:**
     - The school provides supports to meet the academic needs of its students, especially its SWDs. School leaders reported that the school provides all students instruction from a certified special education teacher at least 60% of the time through a dually certified teacher in special education and a content area or from two teachers, one of whom is

certified in special education. In the NYSED CSO teacher survey response, six of seven teachers agreed that the school has a strong and effective special education program. The school provides push-in services for its three students who are ELLs/MLLs. The NYCDOE Office of Special Education noted that NVCS staff and leadership were always collaborative, receptive to feedback, responsive to concerns, and very easy to work with.

- **Indicator b:**
  - The school's monitoring of diverse learners is not fully developed. School leaders report that the school holds behavior intervention team meetings twice weekly, attended by all staff members and facilitated by the counseling team, to discuss the academic and social emotional learning (SEL) issues and progress of particular students. The school also tracks the graduation rates of SWDs. However, members of the school leadership do not have a systematic process to monitor whether SWDs are receiving all of their required services. School leaders are not actively tracking the graduation rate and course pass rate of ELLs/MLLs.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:**
     - The school's approach to behavioral management is still evolving. The school has a documented student code of conduct. In the NYSED CSO Teacher Survey response, five of seven teachers agreed that stakeholders consistently apply the school-wide discipline policy. The school has yet to fully integrate restorative practices school-wide. School leaders reported that beginning this year, the school has been using restorative practices with students that have been suspended and plans to further implement restorative circles to help resolve many of the other conflicts that have not risen to the level of a suspension.

- **Indicator b:**
  - The school appears safe. School leaders report that there has never been a physical altercation on school grounds. In a NYSED CSO Teacher Survey, 100% of students responded that they "feel safe in the hallways, bathrooms, and cafeteria." In the student focus group, all students stated that they feel safe at the school and significantly safer than they did at their previous school.
- **Indicator c:**
  - The school has systems in place to help ensure that the environment is free from harassment and discrimination. The school has administered a new complaint policy. The school recently provided a training to all staff members regarding how to prevent and address harassment. School leaders reported that the school trains students on how to avoid harassment while they are on their internships. In the NYSED CSO Teacher Survey, all teachers agreed the school is generally free of student bullying, discrimination, and harassment.
- **Indicator d:**
  - Classroom environments are free from disruption. The site visit team did not observe any student misbehaviors that interrupted instruction. In the NYSED CSO Teacher Survey, all teachers agreed that there is a school-wide uniform expectation of behavior management.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:**
     - The school communicates with and engages families with the school community. School leaders reported the school communicates with parents through frequent teacher phone calls to parents, robo-calls regarding school events, emails to parents, and multiple parent-teacher conferences annually. Parents have access to a student's academic performance via the school's student information system. The school conducts conversations, akin to interviews, with students and their families on the waiting list, prior to their enrollment at the school, to explain to families the unique structure of the school.
   - **Indicator b:**
     - Teachers communicate with families. School leaders and teachers reported that teachers make regular phone calls to families. Teachers maintain individual student data on an electronic student information system to which families have access. In the CSO teacher survey, all teachers agreed, and six of seven strongly agreed, that teachers regularly communicate with families on issues related to academics.
   - **Indicator c:**
     - The school has mechanisms to assess family satisfaction. In addition to the NYSED CSO Teacher Survey, this school year the school has begun issuing surveys to parents when parents are on campus for parent/teacher conferences in order to generate more parent feedback on school safety, communications, and other topics.

- **Indicator d:**
  - The school has mechanisms to respond to family and community concerns. School leaders reported that the school issues surveys to its 75 internship sites to elicit feedback. Additionally, according to school leaders, the ICS Network vice president of external affairs responds to community or family concerns. School leaders also reported that the principal has an open-door policy and that parents can easily reach the principal by phone.
- **Indicator e:**
  - The school shares school-level academic data with various stakeholders. School leaders reported the school shares aggregate graduation rates and Regents results with the broader school community. The school celebrates academic successes, such as a celebration regarding the recent English Regents passing rate. To further inform the broader community, the school holds multiple open houses every year and provides school data during presentations to high school staff and students across Staten Island.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:**
     - The school has extensive programs to support the social-emotional learning needs of its students. School leaders and teachers reported that all students participate in a wellness class four times per week that combines executive functioning skills with Dialectical Behavior Therapy (DBT Steps-A) skills. All students must pass a 35-hour course prior to participating in an internship. Multiple staff members attend weekly behavior intervention team meetings to develop individualized action plans for struggling students. In its focus group, students reported the efficacy of staff members "adopting" a student and checking in on that "son" or "daughter" throughout the year. In the CSO teacher survey, all teachers agreed that there are systems in place to support the social-emotional needs of students.
   - **Indicator b:**
     - The school tracks the social-emotional needs of students. According to school leaders, the school tracks students' social-emotional learning needs through: behavior intervention team meetings every two weeks; a counselor tracking portal; tracking attendance; pre-assessment and post-assessment surveys of internships; pre- and post-assessment surveys of seminar classes that support internships; performance in wellness classes; and monitoring of suspension data.
   - **Indicator c:**
     - School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. School leaders report that, based on analysis of information from NYSED CSO Teacher Survey results and other feedback from students, the school has made recent changes such as changes to the Wellness curricula. School leaders report the school uses the tracked social-emotional learning data to provide support to students through those needs through student performance in Wellness Classes, regular check-ins from "mom" and "dad" faculty members, future potential teacher hires and two school aids that act as mentors to students, and through restorative practices. In the NYSED CSO Teacher Survey response, six of seven responders agreed that the school collects and uses data to support the social-emotional needs of students.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

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

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

Sample Summative Evidence for Benchmark 4:
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.

Financial Condition

Effective July 1, 2017, New Ventures Charter School became part of the Integration Charter Schools network. Integration Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the network's 2018-2019 independently audited financial statements.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Integration Charter Schools' 2018-2019 composite score is 1.83.

Composite Scores
2015-2016 to 2018-2019

Year	*Composite Score*
2015-2016	2.36 (New Ventures only)
2016-2017	3.00 (New Ventures only)
2017-2018	2.54 (Integration)
2018-2019	1.83 (Integration)

Benchmark 5: Financial Management

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

Finding: Falls Far Below

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 absences of a going concern disclosure.

The NYSED CSO reviewed Integration Charter Schools' 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified a deficiency in internal controls that is considered a material weakness, continuing from 2017-2018 into 2018-2019, where the fiscal management team did not post audit adjustments from the prior year or perform accurate analysis on a regular basis, causing the books to contain errors that required adjustments prior to preparation of the financial statements. The auditor recommended that the fiscal management team perform ongoing account analysis that identifies and corrects errors in the books so that accurate financial statements can be prepared.

The auditor identified a significant deficiency where a student did not attend New Ventures Charter School during the 2018-19 school year yet was included in per-pupil tuition billing to the New York City Department of Education, resulting in Integration Charter Schools being paid tuition for a student who never attended. The auditor recommended that a review of attendance records and final reconciliation billing be performed prior to submitting the billing.

The NYSED Office of Audit Services has recently conducted an audit of Integration Charter Schools network, the education corporation. The findings have not yet been released.

Integration Charter Schools submitted a corrective action plan to the auditors to address the findings.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

1. Element: *Board Oversight and Governance:*

- **Indicator a:**
  - The board has members with the requisite skills. The board has individuals with professional expertise in finance, business, social work, the law, and K-12 education including special education.
- **Indicator b:**
  - The board engages in some strategic planning. According to participants in the board focus group, the board created a strategic task force in 2018 in order to locate a facility for NVCS that would have the necessary space for chemistry labs, culinary learning, and other endeavors.
- **Indicator c:**
  - The board demonstrates active oversight of the school. The executive committee meets monthly and regularly discusses the progress in construction of NVCS' new campus. The board has four committees: an executive committee, a finance and audit committee, a governance and nominating committee and an education and accountability committee. The finance and audit committee regularly examines the school's finances. The governance and nominating committee is currently looking for new members with expertise in accounting, education, and

fundraising. The education and accountability committee meets monthly to examine the school's Regents and other school assessment results. The board is familiar with the programs and initiatives in place such as the counselors and social worker responsibilities, the wellness curriculum, and the structure of the school day – to attempt to meet the needs of SWDs. Board members are well aware of the school's graduation rate and student persistence rate, the rate of students staying in NVCS through graduation.

- **Indicator d:**
  - The board regularly updates school policies. According to participants in the board focus group, the board updates the NVCS Personnel Handbook and the Student and Family Handbook policies annually.
- **Indicator e:**
  - The board utilizes a process for evaluating school leadership and itself. According to board members, the board's executive committee utilizes a rubric to evaluate the network president annually and develop particular areas of focus for the president. This year the area of focus is increasing student voice. It is the role of the network president to evaluate the NVCS principal. Similarly, the board members reported that the board uses a rubric to evaluate itself annually that includes identifying any gaps in expertise of the board.
- **Indicator f:**
  - The board does not have a systematic process to stay abreast of changes in law and regulations. Board members reported that the school relies largely on an outside attorney to advise the board on any problematic matters that may have been brought to the board by school stakeholders. Though board members reported they are involved with state education and charter school associations, the board is largely reactive to legal issues brought to the board rather than having a mechanism to proactively stay abreast of educational law and regulation updates on an annual basis.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

1. **Element: *School Leadership:***
   - **Indicator a:**
     - The school's leadership is dedicated to the school's mission. In a focus group, teachers reported that the principal and leadership team are dedicated to trying to provide a high-quality alternative education to students that have not succeeded academically in other, more traditional schools. In the NYSED CSO Teacher Survey, 83% of teachers participating in the survey agreed that the leadership demonstrates a high level of accountability and takes

responsibility for outcomes and all teachers participating in the survey strongly agreed that the school's mission is clear and shared by all stakeholders.

- **Indicator b:**
  - As reported on the organizational chart presented by the school, the roles of the leadership team are clearly defined. The principal is responsible for the overall academic program and organizational viability of the school. The school coordinator, a position formally adopted this year, supports the principal in instructional leadership as well as providing logistical support such as managing the internship program. Members from the network also support the school's academics and organization; the vice president of student integration and career development supports the school's student services, the vice president of external affairs supports the school's operations, the vice president of external affairs facilitates communication with the school's board of directors and the broader Staten Island community, and the vice president of academic affairs provides guidance on the academic program.
- **Indicator c:**
  - The school has systems in place to promote effective communications across the school. The school holds informational sessions every Wednesday. School leaders reported that during teacher prep periods on Fridays, teachers often discuss their curricular plans with members of the network. During the internship sessions, which are held on Fridays, six advisors travel within the different internship sites to facilitate communications.
- **Indicator d**:
  - The school has measures in place to recruit and retain teachers. It recruits teachers through local colleges and the ICS Network. Due to the distinctive nature of the program, the school conducts a 12-week long series of workshops with teacher candidates to help judge the fit with the school. School leaders reported the school has an over 90% teacher retention rate. In the NYSED CSO Teacher Survey, 83% of teachers participating in the survey agreed that the school is a long-term, sustainable option at which to work.

2. **Element:** ***Professional Climate:***
   - **Indicator a:**
     - The school is appropriately staffed to meet the academic and educational needs of its students. School leaders reported that in July 2019, NVCS added the school coordinator position to better address concerns of students, staff, and parents and to liaise with community partners and stakeholders.
   - **Indicator b:**
     - The school enables frequent communication between teachers. According to school leaders and teachers, the school recently added a 22-minute meeting time at the end of every school day to facilitate communication and planning between classroom teachers. In focus groups, teachers reported that planning time is effectual in improving communications between teachers.
   - **Indicator c:**
     - The school provides sufficient professional development to its teachers. In focus groups, teachers reported high satisfaction with the number and breadth of the professional development offerings on a range of topics including, but not limited to, lesson and curriculum planning, DBT training, and supports and conversations with counselors.

- **Indicator d:**
  - The school has a formal teacher evaluation process. School leaders and teachers reported that the school conducts two formal observations per year, which include a pre-observation meeting, classroom observation, and post-observation debrief. Additionally, there are multiple informal observations and feedback that instructional leaders provide teachers throughout the year. Teachers reported that the formal and informal evaluations and feedback improve teachers' practices. In the NYSED CSO Teacher Survey, 83% of participating teachers agreed that the school has systems in place to monitor and evaluate teacher instruction.
- **Indicator e:**
  - The school has mechanisms in place to solicit teacher feedback. Teachers reported that, in addition the annual review process, after professional development sessions the school issues surveys to teachers regarding the professional development sessions. Teachers also reported that teaches typically lead the January retreat and determine the issues to discuss. In the NYSED CSO Teacher Survey, 83% of teachers participating in the survey agreed that school leadership has systems in place to solicit teacher feedback.

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

N/A

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

1. **Element:** ***Mission and Key Design Elements:***
   - **Indicator a:**
     - School stakeholders share a common understanding of the mission of the school. In each focus group, all stakeholders (board members, school leaders, teachers, and students), reported being keenly aware of the school's focus on enabling youth aged 16-21 living on Staten Island to graduate from high school.
   - **Indicator b:**
     - The school has fully implemented all of its key design elements. The school has small classes with a maximum of 18 students. The schedule features alternative hours, including afternoons, evenings and summers, with field learning opportunities and internships. The school creates individualized pathways to a Regents diploma and the average student graduates in approximately 1.5 years. All students participate in four wellness classes per week. The school integrates SWDs into all classrooms. The school links students to community social service agencies to receive expedited access to needed services. All students participate in a boot camp prior to the school assigning students to workplace activities.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

1. **Element: *Targets are met:***
   - **Indicator a:**
     - The school has never met full enrollment. Due to several years of not nearing its initial enrollment target, the school asked for and was provided a revision to the charter to reduce the maximum enrollment to 180 students from 216. Even with that reduction, at the time of this renewal site visit the school's enrollment was around 150 students.
2. **Element: *Targets are not met:***
   - **Indicator a:**
     - The school is making some progress to meeting its enrollment target. The school expects to admit several more students in the month of November 2019., boosting its outreach to include most of Staten Island. According to school leaders, in each of the first four years of the school, the number of SWDs was greater than 38% thus exceeding the percentage of the local community school district in total and exceeding the percentage of the other transfer school in the local community school district. According to school leaders, the school's percentage of ELLs/MLLs is usually lower than that of the local community school district.
   - **Indicator b:**
     - The school is taking steps to address the enrollment shortages. School leaders reported that the school is now making presentations at local schools directly to students, rather than just guidance counselors, to explain the NVCS program and graduation and Regents success rates.

To address the ELL/MLL underrepresentation, school leaders reported that, in addition to translating school flyers into Spanish and partnering with community-based organizations in areas in which there are more Spanish speakers, the school has begun offering a Saturday English as a second language (ESL) class. School leaders designed this class for Spanish-speaking parents in an attempt to better inform the Spanish-speaking Staten Island about NVCS and its programs.

- **Indicator c:**
  - The school evaluates its recruitment strategies. School leaders reported that the school tracks data and patterns from feeder schools to determine which are the best feeders to NVCS. The school also brings NVCS students, that used to attend a local community school district, to present at local schools about the benefits of NVCS's programs.

Benchmark 10: Legal Compliance

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

Finding: Approaches

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

Summative Evidence for Benchmark 10:

1. **Element:** ***Legal Compliance:***
   - **Indicator a:**
     - NVCS generally complies with applicable laws and regulations. However, the review of the school's 2018-2019 Annual Report, showed that it failed to submit evidence of a valid fire inspection and certificate of occupancy (CoO), and has not maintained proof of the existence of a dissolution escrow account. The school has never met full enrollment and is working to increase its enrollment efforts. The review also showed concerns with the Complaint/Grievance Policy, Discipline Policy, By-Laws, and Enrollment Policy.
   - **Indicator b:**
     - NVCS eventually provided valid had fire inspection documentation. The school received a Notice of Deficiency in March 2018 regarding its graduation rate by cohort below its district of location, NYC CSD 31, and below the NYS average in ELA and in math for all students. The school submitted a Corrective Action Plan (CAP) and resolved its issues. The board has engaged in some development activities to better prepare its member to follow standard operating procedures.
   - **Indicator c:**
     - The school submitted to the CSO, along with its renewal application, a request to revise its enrollment. The revision request will be submitted to the Board of Regents as part of its request to renew its charter.

Attachment 1: 2019-2020 Renewal Site Visit
New Ventures Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:
This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:
This metric is being updated.

Indicator 2: Elementary/Middle School Outcomes

(Not applicable to this charter school.)

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 1 below.

Table 1: Annual Regents Outcomes: High School

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	New Ventures Charter School	NYS	Differential to State	Charter Total Tested	New Ventures Charter School	NYS	Differential to State	Charter Total Tested	New Ventures Charter School	NYS	Differential to State	Charter Total Tested	New Ventures Charter School	NYS	Differential to State
Algebra I (Common Core)	2016-2017	13	31%	70%	-39	.	.	.	.	.	.	.	.	8	38%	63%	-25
	2017-2018	26	23%	64%	-41	6	0%	39%	-39	.	.	.	.	17	24%	56%	-32
	2018-2019	23	48%	66%	-18	5	20%	43%	-23	.	.	.	.	15	53%	59%	-6
English Language Arts (Common Core)	2016-2017	32	69%	84%	-15	14	50%	59%	-9	.	.	.	.	20	55%	77%	-22
	2017-2018	37	70%	79%	-9	17	59%	52%	+7	.	.	.	.	20	75%	70%	+5
	2018-2019	28	89%	84%	+5	10	80%	61%	+19	.	.	.	.	19	95%	78%	+17
Global History	2016-2017	31	42%	68%	-26	13	46%	38%	+8	.	.	.	.	25	44%	58%	-14
	2017-2018	29	21%	39%	-18	16	6%	23%	-17	.	.	.	.	18	22%	36%	-14
Global History Transition	2017-2018	21	14%	73%	-59	9	11%	45%	-34	.	.	.	.	11	9%	62%	-53
	2018-2019	38	39%	62%	-23	14	21%	34%	-13	5	20%	36%	-16	25	36%	51%	-15
Living Environment	2016-2017	22	45%	72%	-27	10	30%	45%	-15	.	.	.	.	13	46%	62%	-16
	2017-2018	23	48%	70%	-22	8	25%	44%	-19	.	.	.	.	16	44%	60%	-16
	2018-2019	29	62%	71%	-9	13	46%	45%	+1	.	.	.	.	19	63%	61%	+2
US History and Government	2016-2017	33	61%	81%	-20	14	64%	55%	+9	.	.	.	.	18	50%	73%	-23
	2017-2018	45	49%	81%	-32	19	26%	56%	-30	.	.	.	.	27	56%	73%	-17
	2018-2019	35	49%	77%	-28	12	33%	51%	-18	.	.	.	.	16	50%	67%	-17

**See NOTES (2), (3), (4), and (7) below.*

3.a.iii. and 3.a.iv Regents Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 2 below.

Table 2: Regents 4-Year Cohort Outcomes

		All Students				SWD				ED			
		Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS
ELA	2012 Cohort	23	52%	85%	**-33**	12	25%	53%	**-28**	16	50%	79%	**-29**
	2013 Cohort	51	59%	85%	**-26**	19	37%	55%	**-18**	27	52%	80%	**-28**
	2014 Cohort	52	77%	84%	**-7**	17	59%	54%	**+5**	34	71%	78%	**-7**
	2015 Cohort	79	78%	84%	**-6**	37	65%	55%	**+10**	54	74%	79%	**-5**
Global History	2012 Cohort	23	35%	78%	**-43**	12	17%	42%	**-25**	16	25%	70%	**-45**
	2013 Cohort	51	29%	78%	**-49**	19	5%	42%	**-37**	27	30%	70%	**-40**
	2014 Cohort	52	58%	77%	**-19**	17	53%	42%	**+11**	34	56%	69%	**-13**
	2015 Cohort	79	49%	78%	**-29**	37	30%	43%	**-13**	54	41%	70%	**-29**
Math	2012 Cohort	23	70%	86%	**-16**	12	50%	52%	**-2**	16	81%	81%	**0**
	2013 Cohort	51	51%	85%	**-34**	19	26%	50%	**-24**	27	52%	80%	**-28**
	2014 Cohort	52	52%	83%	**-31**	17	41%	49%	**-8**	34	53%	77%	**-24**
	2015 Cohort	79	59%	84%	**-25**	37	35%	51%	**-16**	54	61%	78%	**-17**
Science	2012 Cohort	23	57%	84%	**-27**	12	33%	51%	**-18**	16	50%	78%	**-28**
	2013 Cohort	51	73%	84%	**-11**	19	58%	52%	**+6**	27	78%	78%	**0**
	2014 Cohort	52	65%	83%	**-18**	17	53%	52%	**+1**	34	65%	76%	**-11**
	2015 Cohort	79	59%	83%	**-24**	37	43%	51%	**-8**	54	56%	76%	**-20**
US History	2012 Cohort	23	43%	81%	**-38**	12	8%	49%	**-41**	16	44%	74%	**-30**
	2013 Cohort	51	37%	81%	**-44**	19	37%	49%	**-12**	27	30%	74%	**-44**
	2014 Cohort	52	42%	80%	**-38**	17	35%	48%	**-13**	34	41%	72%	**-31**
	2015 Cohort	79	44%	79%	**-35**	37	27%	48%	**-21**	54	39%	71%	**-32**

**See NOTES (2), (3), (4), and (7) below.*

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Table 3 below.

Table 3: High School 4-Year Graduation Rates

		All Students				SWD				ED			
		Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	New Ventures CS	NYS Graduation Rate	NYS Differential
2011 Cohort	5 Year	12	25%	84%	**-59**	5	40%	60%	**-20**	8	25%	79%	**-54**
	6 Year	14	36%	85%	**-49**	7	57%	62%	**-5**	9	44%	81%	**-37**
2012 Cohort	4 Year	23	17%	82%	**-65**	12	17%	57%	**-40**	16	13%	75%	**-62**
	5 Year	24	63%	85%	**-22**	14	50%	62%	**-12**	13	62%	80%	**-18**
	6 Year	23	74%	86%	**-12**	12	58%	64%	**-6**	12	75%	82%	**-7**
2013 Cohort	4 Year	51	18%	82%	**-64**	19	26%	58%	**-32**	27	19%	76%	**-57**
	5 Year	58	55%	85%	**-30**	23	52%	64%	**-12**	25	44%	80%	**-36**
	6 Year	59	71%	86%	**-15**	22	73%	66%	**+7**	25	58%	82%	**-24**
2014 Cohort	4 Year	52	31%	83%	**-52**	17	29%	60%	**-31**	34	26%	76%	**-50**
	5 Year	58	65%	86%	**-21**	17	75%	66%	**+9**	35	56%	81%	**-25**
2015 Cohort	4 Year	80	30%	83%	**-53**	37	32%	62%	**-30**	55	19%	77%	**-58**

**See NOTES (2), (3), (5), and (7) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: See Table 4 below.

Table 4: Third Year On-Track to Graduate – Target = 75%

New Ventures Charter School	All Students			SWD			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
2013	15	5	33%	.	.	.	8	3	38%
2014	21	8	38%	7	2	29%	12	3	25%
2015	35	13	37%	15	5	33%	19	5	26%
2016	31	11	35%	9	1	11%	15	2	13%

**See NOTES (2), (3), and (9) below.*

Benchmark 9:

Table 5: Student Demographics

	SWD			ELL/MLL			ED		
	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District
2015-2016	53%	19%	**+34**	.	4%	**-4**	63%	50%	**+13**
2016-2017	46%	21%	**+25**	1%	4%	**-3**	63%	54%	**+9**
2017-2018	39%	22%	**+17**	4%	7%	**-3**	55%	56%	**-1**
2018-2019	39%	22%	**+17**	5%	7%	**-2**	63%	57%	**+6**

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

Table 6: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District	New Ventures Charter School	NYC CSD 31	Differential to District
2016-2017	70%	90%	**-20**	64%	81%	**-17**	.	.	.	76%	88%	**-12**
2017-2018	52%	91%	**-39**	55%	83%	**-28**	100%	73%	**+27**	63%	90%	**-27**
2018-2019	68%	91%	**-23**	65%	84%	**-19**	100%	83%	**+17**	74%	89%	**-15**

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

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

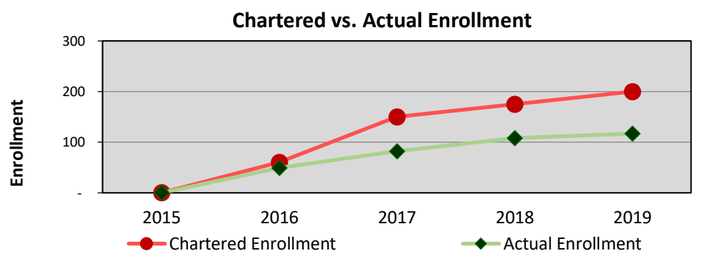
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

NEW VENTURES CHARTER SCHOOL

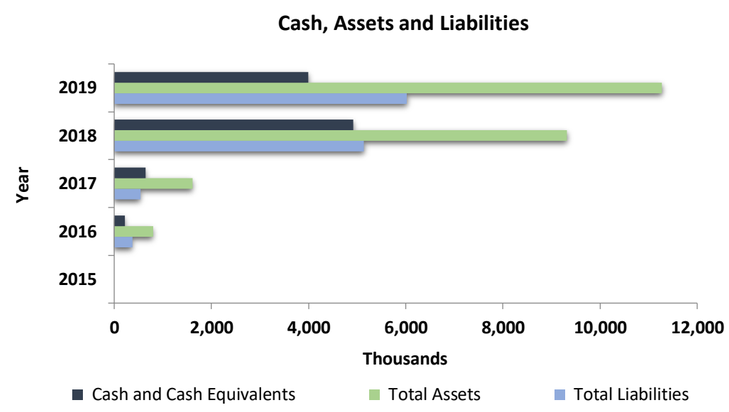
	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	-	10-12	10-12	10-12	10-12
Maximum Chartered Grades Served	-	10-12	10-12	10-12	10-12
Chartered Enrollment	-	60	150	175	200
Maximum Chartered Enrollment	-	216	216	216	216
Actual Enrollment	-	49	82	108	117

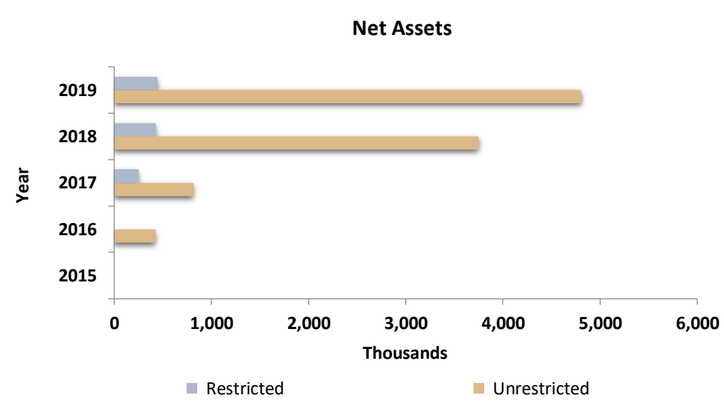


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

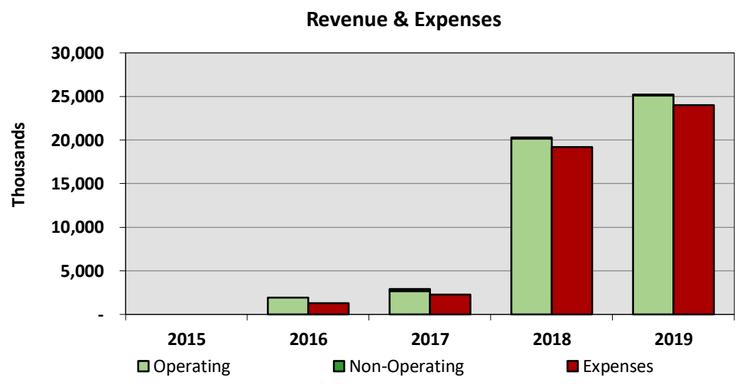
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	219,193	642,638	4,921,356	3,992,121
Grants and Contracts Receivable	-	335,013	563,936	1,005,879	1,413,986
Prepaid Expenses	-	711	996	427,515	427,076
Other Current Assets	-	-	-	42,501	26,436
Total Current Assets	-	554,917	1,207,570	6,397,251	5,859,619
Non-Current Assets					
Property, Building and Equipment, net	-	219,806	353,065	2,402,082	4,821,250
Restricted Cash	-	25,016	50,055	120,509	120,628
Security Deposits	-	-	-	110,426	-
Other Non-Current Assets	-	-	-	283,280	473,103
Total Non - Current Assets	-	244,822	403,120	2,916,297	5,414,981
Total Assets	-	799,739	1,610,690	9,313,548	11,274,600
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	106,782	158,516	602,974	3,067,009
Accrued Payroll and Payroll Taxes	-	-	73,013	1,447,662	-
Due to Related Parties	-	264,120	314,120	-	-
Refundable Advances	-	959	-	-	-
Other Current Liabilities	-	-	979	255,877	225,539
Total Current Liabilities	-	371,861	546,628	2,306,513	3,292,548
Long-Term Liabilities					
Deferred Rent	-	-	-	2,018,104	1,951,453
Other Long-Term Liabilities	-	-	-	817,291	782,873
Total Long-Term Liabilities	-	-	-	2,835,395	2,734,326
Total Liabilities	-	371,861	546,628	5,141,908	6,026,874
NET ASSETS					
Unrestricted	-	427,878	816,545	3,746,494	4,804,888
Restricted	-	-	247,517	425,146	442,838
Total Net Assets	-	427,878	1,064,062	4,171,640	5,247,726
Total Liabilities and Net Assets	-	799,739	1,610,690	9,313,548	11,274,600

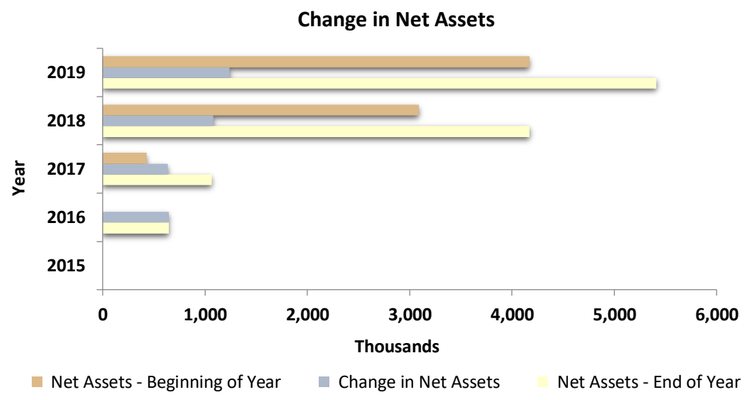




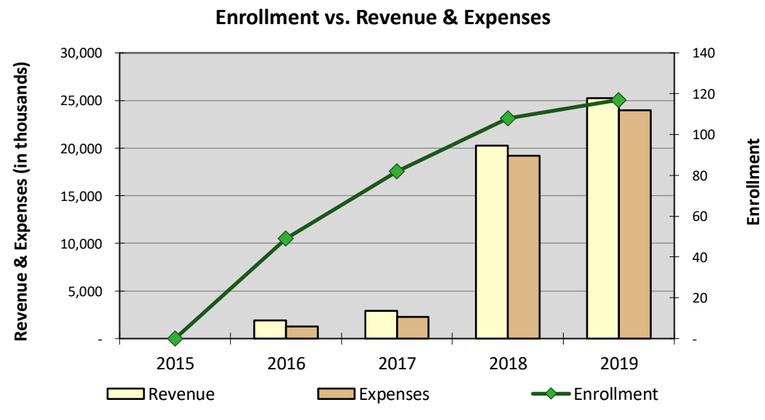
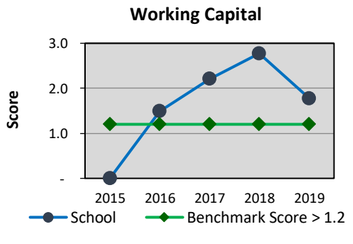
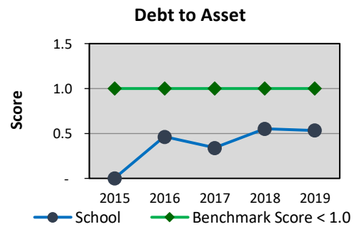
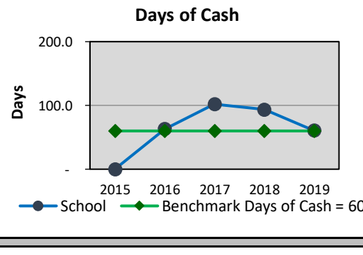
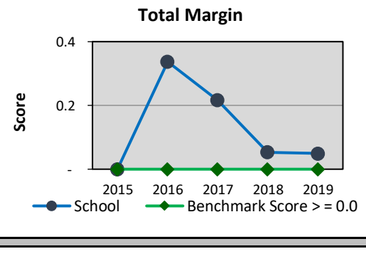
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	695,238	1,287,156	11,564,480	14,187,017
State and Local Per Pupil Revenue - SPED	-	411,934	663,966	5,088,444	5,880,884
State and Local Per Pupil Facilities Revenue	-	-	254,692	1,448,293	-
Federal Grants	-	801,200	445,325	744,433	-
State and City Grants	-	-	-	946,783	4,963,662
Other Operating Income	-	2,644	27,885	387,131	56,531
Total Operating Revenue	-	1,911,016	2,679,024	20,179,564	25,088,094
EXPENSES					
Program Services					
Regular Education	-	630,152	1,001,063	10,675,770	13,067,839
Special Education	-	627,134	900,272	6,236,948	7,203,534
Other Expenses	-	-	-	-	-
Total Program Services	-	1,257,286	1,901,335	16,912,718	20,271,373
Supporting Services					
Management and General	-	S	375,974	2,093,809	3,461,593
Fundraising	-	9,676	22,584	184,494	259,236
Total Support Services	-	9,676	398,558	2,278,303	3,720,829
Total Expenses	-	1,266,962	2,299,893	19,191,021	23,992,202
Surplus/Deficit from Operations	-	644,054	379,131	988,543	1,095,892
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	18,037	-
Contributions and Grants	-	-	247,767	44,214	140,702
Fundraising Support	-	-	-	30,019	-
Other Support and Revenue	-	-	9,286	-	-
Total Support and Other Revenue	-	-	257,053	92,270	140,702
Change in Net Assets	-	644,054	636,184	1,080,813	1,236,594
Net Assets - Beginning of Year	-	-	427,878	3,090,827	4,171,640
Net Assets - End of Year	-	644,054	1,064,062	4,171,640	5,408,234





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	39,000	32,671	186,848	214,428
Support and Other Revenue	-	-	3,135	854	1,203
Total Revenue	-	39,000	35,806	187,702	215,631
Expenses - Per Pupil					
Program Services	-	25,659	23,187	156,599	173,260
Mangement and General, Fundraising	-	197	4,860	21,095	31,802
Total Expenses	-	25,856	28,047	177,695	205,062
% of Program Services	0.0%	99.2%	82.7%	88.1%	84.5%
% of Management and Other	0.0%	0.8%	17.3%	11.9%	15.5%
% of Revenue Exceeding Expenses	0.0%	50.8%	27.7%	5.6%	5.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	2.36	3.00	2.54	1.83
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	-	183,056	660,942	4,090,738	2,567,071
Working Capital (Current) Ratio	-	1.5	2.2	2.8	1.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.5	0.3	0.6	0.5
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	63.1	102.0	93.6	60.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.3	0.2	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard