New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

Bronx Arts and Science Charter School

Renewal Site Visit Dates: November 8-9, 2023
Date of Final Draft Site Visit Report: March 21, 2024
Date of Final Site Visit Report: April 3, 2024

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Bronx Arts and Science Charter School
Board Chair	Adaline Walker Santiago
District of Location	New York City (NYC) Community School District (CSD) 8
Initial Commencement of Instruction	Fall 2019
Charter Term	Initial Charter Term: August 26, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 360 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 621 students
Comprehensive Management Service Provider	iLearn Schools
Facilities	925 Hutchinson River Parkway, Bronx, NY 10465 - Private Space
Mission Statement	*The mission of the Bronx Arts and Science Charter School is to provide a high-quality STEAM-based education in a digital learning environment to empower students to meet and surpass grade level standards and succeed in college and careers.*
Key Design Elements	• Technology Integration • Balanced Literacy • STEAM-Based Education • Use of Data • Opportunities for Growth and Enrichment
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	Increase its grade span to include Grades 6 through 8 to its current K through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 360 students to 621 students.

Innovative and Noteworthy Programs: Bronx Arts & Science Charter School (BASCS) and iLearn Schools (iLearn) believe that every scholar deserves a high-quality STEAM-based education regardless of race, gender, sexual orientation, ability status, language spoken, socio-economic status, faith, or zip code. As such it is the policy of BASCS to provide every scholar with equal and bias-free access to all school facilities, courses, programs, activity and services to give them maximum opportunity to achieve their potential.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5	K - Grade 5
Total Approved Enrollment	207	249	318	360	360

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	483	552	621	621	621

METHODOLOGY

Purpose of the Renewal Report

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

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

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

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

as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Bronx Arts and Science Charter School on November 8-9, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and student support team. In cooperation with school leadership, the CSO administered anonymous online surveys to select teachers, parents, and students.

The team conducted eighteen classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with school leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans.

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.

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

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

[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

- Bronx Arts and Science Charter School (BASCS) is in year 4 of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks.

- **Summary of Areas of Growth and Strengths**:
  BASCS has developed a documented curriculum that emphasizes a STEAM-enriched education through project-based learning (PBL). This is due in part to the partnership with iLearn Schools (iLearn). The school continues to be in sound and stable financial condition as evidenced by performance on key financial indicators. BASCS has developed a system to provide a safe and respectful environment. 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. The school maintains its faithfulness to the mission and has implemented the key design elements included in its charter.

- **Summary of Challenges**:
  The BASCS board of trustees provides competent stewardship and oversight of the school but can improve in the processes of strategic planning, management, and oversight. The school has room to improve in the area of organizational capacity, specifically the work to recruit adequate staff to serve students with disabilities. One area that is still challenging is student enrollment and recruitment, specifically for students with disabilities.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Given that this benchmark could not be rated at the time of the 2022 midterm site visit, as there were no NYSTP 3-8 Assessments available, there is no trajectory for this benchmark.

From 2022 to 2023, BASCS improved academic outcomes for their students from 13 percent proficient to 40 percent on the NYSTP 3-8 Assessments for ELA and the school is currently +5 percentage points above the district of location (DOL), NYC CSD 8. Math proficiency also improved from 7 percent to 37 percent and the school is now -1 percentage point below the DOL. Additionally, 48 percent of their students are trending toward or maintaining proficiency in ELA and 57 percent are doing the same in math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

Academic Program for Elementary School:

BASCS follows the iLearn Schools' academic program, which focuses on a science, technology, engineering, arts, and math (STEAM)-based curriculum. The curriculum emphasizes inquiry and project-

based learning and incorporates technology integration, balanced literacy, and opportunities for growth and enrichment. This includes:

- Programs and activities designed to meet the needs of the whole child: academically, socially, and emotionally;
- EngageNY curricular and instructional resources that are currently used by iLearn Schools;
- Use of the Understanding by Design conceptual framework;
- Encouraging critical thinking and problem-solving skills across disciplines;
- A balanced literacy approach to English language arts (ELA) built around five units of study, each incorporating mentor texts that are aligned with the standards being taught;
- Fountas and Pinnell Leveled Literacy Intervention resources to provide targeted literacy intervention to support students who demonstrate difficulty in reading development;
- Use of iLearn Schools' mathematics curriculum, which is almost 100 percent aligned with the NGLS;
- EnVisionMATHTM, a research-based instructional model designed to make mathematics more accessible for a wide range of students;
- Science curriculum 100 percent aligned to the NGLS; and
- Use of the NYS K-12 social studies framework, including curricula comprised of five to six thematic units that include opportunities to incorporate mathematics practice.

Academic Program for Students with Disabilities (SWD) and English language learner(s) (ELL):

- SWD:
  - Supporting students in their general education classroom to maximize their fullest potential academically and socially;
  - Special Education Teacher Support Services (SETSS) and provision of In-Class Instruction (ICI) that provides age-appropriate instruction in the general education classroom. ICI programs provide students with support in the least restrictive environment with modifications provided by the SETSS teacher;
  - A resource program for pull-out instruction of the general education ELA and math curriculum for students who require a smaller learning environment and who struggle with the pace of a general education class;
  - All lessons are modified by a certified special education (SPED) teacher according to each student's goals and objectives listed in his or her IEP;
  - Lessons and activities are differentiated to reach each IEP goal and objective while maintaining a parallel curriculum; and
  - Students are paired with assistive learning devices and applications equipped with universal access functionality, allowing the use of built-in or easily downloaded assistive technologies, as necessary.

- ELL:
  - A structured English language immersion program (SIOP), which offers targeted instruction geared to ELL developing language level and maximizes the exposure to the English language;
  - Use of varied learning modalities;
  - Daily English language development with push-in and pull out support models, also known as Integrated English as a new language (ENL) and stand-alone ENL models, in accordance with NYC language allocation policy guidelines;
  - ENL program uses TESOL methodologies and native language support for a specific amount of time as determined by individual NYSESLAT scores; and

- Technology platforms such as Reading A-Z and Enhanced ELL Reading Solution for elementary students provide content, visual and auditory aides, and built-in language support.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to improvement in the iLearn School coaching process, in the approach to evaluating and modifying the academic program, and in the collaborative approach to monitoring the progress of individual students including the development of strategies and the provision of targeted support to students.

1. Element: ***Curriculum***:
   - **Indicator a:** The Academics team at BASCS, in collaboration with iLearn School, has developed a documented curriculum that emphasizes a STEAM-enriched education through project-based learning (PBL). The curriculum is aligned with the Common Core Learning Standards (CCLS), focusing on hands-on lessons, interdisciplinary real-world learning experiences, and standards-based grading (SBG), ensuring adherence to recognized educational standards. In focus group sessions, both teachers and parents feel that it is now at an appropriate pace.
   - **Indicator b:** Based on the renewal application, teachers utilize unit and lesson plans designed to introduce complex topics, cognitively engage students, evoke higher-order thinking, and deepen analysis and understanding of specific content. The process includes the following elements:
     - Preparation of Weekly Lesson Plans
     - Feedback and Evaluation
     - Monitoring Implementation
     - Collaborative Improvement
   - **Indicator c:** According to the renewal application, the curriculum at BASCS is aligned both horizontally and vertically. Horizontal Alignment: Curriculum is aligned horizontally across classrooms in the same grade level. This ensures that students within the same grade have a consistent learning experience. Vertical Alignment: Curriculum is also aligned vertically between grades, providing a seamless progression of learning from one grade to the next.
   - **Indicator d:** The renewal application states three approaches to implementing differentiated instruction. Planning for Diverse Learners, Analyzing Student Achievement Data, and Needs-Based Centers in the Classroom. In a focus group, teachers reported that they receive support from collaborative teams, school leadership, and instructional coaches.
   - **Indicator e:** As stated in the renewal application, BASCS demonstrates a commitment to maintaining a curriculum that is responsive, relevant, and aligned with best practices. The living document philosophy fosters an innovative learning environment that adapts to the changing landscape of education, ensuring students receive an education that is both challenging and supportive.

2. Element: ***Instruction***:
   - **Indicator a:** BASCS defines high-quality instruction as a multifaceted approach that considers the well-being of the learner, the content being taught, the instructional process, the learning environment, and the desired learning outcomes. Some classrooms had high-quality instruction, with a clear focus on higher-order thinking, while other classes had mostly teacher-directed instruction with few opportunities for students to engage with material. At least two classes the site visit team members observed featured teachers who struggled to manage classroom behavior to the point that instruction was significantly disrupted.

- **Indicator b:** According to the renewal application, BASCS uses the following instructional strategies to foster engagement for all students:
    - Direct instruction
    - Indirect instruction
    - Experimental learning
    - Independent study
    - Interactive learning

  These strategies were observed by the site visit team members in most classrooms. At least one fifth grade social studies and one second grade math class utilized one instructional strategy the entire observation. These strategies proved to be less effective.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** Based on the renewal application, the school's assessment system is built on a balanced combination of formative, diagnostic, and summative assessments. This multifaceted approach ensures that every aspect of student learning is monitored, analyzed, and targeted. During a focus group, teachers described the use of reading running records to help establish guided reading groups, the use of math STAR testing to identify students in need of intervention, and the use of teacher-created "exit tickets" to check for understanding at the end of class lessons.
    - **Indicator b:** The renewal application states, BASCS uses both qualitative and quantitative data to inform instruction and improve student outcomes. The approach is comprehensive, covering everything from detailed analysis to action plan creation, real-time monitoring, and ongoing review. The focus on individualized support, coupled with a strong emphasis on collaboration and transparency, allows the school to foster an environment where every student can thrive. This data-driven approach empowers teachers to be more precise in their teaching strategies, facilitates timely intervention, and creates a culture of shared accountability and success. Students are given benchmark assessments four times per year, and the data from these assessments is used to identify areas where students need support. In addition to these formal assessments, the school leadership team described the ways in which teachers evaluate student class work, to determine how to modify instruction to address those needs.
    - **Indicator c:** According to the renewal application, the school has a robust approach to evaluating and modifying the academic program. The school employs a blend of diagnostic, formative, summative, and performance-based assessments, leveraging both computer-based and paper-based formats. Frequent monitoring of student progress allows teachers to set specific learning goals and prescribe individualized action plans based on research-based best practices. During a focus group, school leaders articulated how they use the qualitative and quantitative data from the various assessments to modify the school's academic programming. They also stated that the communicate the results to parents and students and offer daily check-ins to help students understand their progress. This is an area of improvement from the midterm site visit.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** According to the NYCDOE, the school has meaningful partnerships with its parents, who are active participants in IEP meetings. Parents gain knowledge about their children as the school provides educational and social-emotional updates during IEP meetings. The school and the CSE collaborate well, and the school provides updated information regarding students. However, at times, the required information is not given to the CSE well in advance of IEP meetings, which impedes review before the meeting. The school is knowledgeable about specially designed instruction and implements SDI in the ICT setting.

- **Indicator b:** According to the renewal application, BASCS has a systematic and collaborative approach to monitor the progress of individual students, with a specific focus on those who may require additional support. Teachers work closely with the Intervention and Referral Services (I&RS) team to implement Response to Intervention (RTI) strategies for four to eight weeks to provide targeted support and monitoring. During the Student Support focus group, it was stated that both the ELA and the SWD coordinators discuss strategies that are implemented to support students. The coordinators make charts for all subject areas to determine where students need the support. It was also stated that during the focus group that there are 31 ELL students, predominantly Spanish speaking at BASCS. Teachers provide word banks, modify assessments, and the curriculum had a digital component that is used to support in the classroom.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the implementation of a school-wide Positive Behavioral Interventions and Supports (PBIS) program resulting in a decrease in classroom disruptions, improvement in classroom culture, creating a

more comprehensive and thoughtful approach to family engagement, progress in parent-school leadership communication, and the increased sharing and discussion of data among stakeholders.

1. Element: ***Behavior Management and Safety:***
    - **Indicator a:** The school implements a school-wide Positive Behavioral Interventions and Supports (PBIS) program to promote positive behavior, reduce disciplinary issues, and foster a safe, supportive, and effective learning environment. In a focus group, the school leaders credit the decrease of discipline infractions to the use of the Beaver Bucks System, a system in which students can earn school-based money to spend at the store.
    - **Indicator b:** According to the renewal application, The School Safety Plan covers prevention, intervention, response, and recovery measures for various emergencies and incidents, providing guidelines for addressing emergencies and raising awareness around available resources.
    - **Indicator c:** The renewal application states that the school has well-defined anti-discrimination policies that explicitly prohibit discrimination based on race, ethnicity, gender, religion, sexual orientation, disability, or any other protected characteristic. These policies are communicated clearly with all members of the school community.
    - **Indicator d:** Across the 18 classes visited by the renewal site visit team, all were orderly and productive, with no major instances of disruption or misbehavior. According to the renewal application, the school foster a positive and respectful classroom culture, where students feel safe and supported. Clear expectations for behavior are established, and their teachers implement effective behavioral management strategies to promptly address any disruptions to learning.

2. Element: ***Family Engagement and Communication:***
    - **Indicator a:** BASCS's approach to family engagement is comprehensive and thoughtful. It goes beyond mere communication to create a sense of belonging, support, and active participation. Based on the renewal application, some activities include welcome orientation, parent-teacher organization (PTO), New York parent council, Howard University, and home visits. In a focus group, parents praised the school and expressed their interest in the school going up the secondary level. Additionally, all parents indicated that there is more than sufficient information provided to them in several different ways: calls, Class Dojo, emails, etc. The parents liked that the students are learning more than just basic concepts such as spelling words, they are learning the meaning as well. One family, who still has a child in the school, shared how challenging it was for their older child to leave to go to middle school.
    - **Indicator b:** Based on the renewal application and focus groups, the school provides parent-teacher conferences, Class Dojo, and ongoing phone calls and letters to communicate with and engage parents.
    - **Indicator c:** The data collected is transparently shared, allowing stakeholders to voice their opinions and contribute to decision-making.
    - **Indicator d:** During the focus groups, BASCS parents reported progress in communication with the school leadership. One area of improvement was regarding behavior on school buses, which was previously an area of contention. As a result, BASCS hired matrons from the Bronx community to stay on the bus with the children. The school leadership outlined specific actions taken to address these concerns and emphasized the efficacy of their solutions. A notable initiative showcasing the school's commitment to proactive engagement is the iCare Program. This program demonstrates the school's responsiveness to the specific needs of families including but not limited to providing food assistance, social and emotional support, and educational guidance.
    - **Indicator e:** During site visit focus groups, both parents and teachers spoke passionately about the ways in which the school shares academic data with the broader community. Specifically

highlighted were initiatives such as providing families with detailed information about benchmark assessments and granting access to a database where they can directly observe their students' data and results. Parents shared that they are encouraged to check reports in Schoology and that they frequently receive information via Class Dojo. Additionally, parents receive phone calls from their student's teacher. In the parent focus group, parents also shared that teachers regularly email information and respond to their emails. The parents appreciate the frequent and specific feedback that they receive regarding academics and behaviors. They found that specific academic support and the proactive approach to communication are helpful. This level of detail demonstrates the school's commitment to ensuring that academic information is shared broadly but is also accessible and meaningful to individual families. The renewal application affirms the continuation of these practices, signaling the school's dedication to maintaining and enhancing its transparent communication of academic data. During site visit focus groups, the school leadership team stated that they discuss data with all stakeholders including the scholars, and what they need from them. In that discussion, the school leader will look at data points such as attendance and share with them their performance. After that, students will develop goals for themselves. This becomes a part of a plan that teachers can use and follow up with students. The team felt that scholars knew they were capable, and these conversations provided them with the tools and the schools to come up with their own solutions. It encourages students to take ownership of their school and assignments. Starting in the 22-23 school year, teachers at the school were promoted to be instructional coaches who are on campus, on-site, rather than having to only have access previously to remote training from the iLearn New Jersey office. iLearn felt that it was important to share the status with everyone, have a checklist of every item, and ensure that they focus on closing the gap which required extra effort.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** According to the renewal application, the school recognizes the significance of social-emotional learning (SEL) and has leveraged the expertise of the school counselor to provide increased support for students. The SEL program is implemented throughout the school, both as a whole-school approach and in individual classrooms. Star beaver of the week students are recognized with their pictures on a schoolwide bulletin board, a certificate, a special pencil, and a surprise gift. This is an improved area from the midterm report as at that time there was not a school wide SEL program.
    - **Indicator b:** In the renewal application, it says that the school's approach to tracking the social-emotional needs of students is multifaceted, employing technology and data analysis to create a supportive and adaptive environment. This includes class dojo and ongoing monitoring. Since the midterm review, the school has hired a counselor.
    - **Indicator c:** The BASCS renewal application states that school leaders utilize data to evaluate the impact of programs aimed at supporting students' social and emotional health. The school leaders, along with the counselor, analyzes information related to behavior, attendance, and academic performance to create individualized plans for students. Continuous assessment of the effectiveness of these programs allows for necessary adjustments, ensuring that the social and emotional needs of all students are met. This data-informed approach to education fosters a tailored and responsive support system that promotes students' overall well-being.

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 for this benchmark has been consistent as a Meets.

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

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Bronx Arts and Science Charter School's 2022-2023 composite score is 2.16.

Composite Scores
2018-2019 to 2022-2023

Year	***Composite Score***
2018-2019	-
2019-2020	2.28
2020-2021	2.78
2021-2022	3.00
2022-2023	2.16

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Bronx Arts and Science Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

- Element: ***Board Oversight and Governance:***
  - **Indicator a:** In a focus group, board members described their roles and backgrounds. The recruitment and selection of board members focuses on aligning the skills and expertise of the members with the school's unique needs and goals. The board's composition includes professionals from fields such as Higher Education, K-12 Education, STEM, finance, data, and law enforcement, ensuring that a wide array of expertise is brought to the table. This year, the school added a parent to the board.
  - **Indicator b:** According to the renewal application, BASCS's school leaders are responsible for defining the mission, vision, and strategic direction of the school. They guide instructional practices, cultivate a culture of collaboration and continuous improvement, and ensure alignment with educational standards. Leaders also act as liaisons with the community, parents, and regulatory bodies, maintaining transparent communication and adherence to legal and ethical standards. In a focus group, board members reported that they completed a yearly self-evaluation process to assess their effectiveness.
  - **Indicator c:** The renewal application states that the school has clear and well-coordinated communication systems and decision-making processes. In a focus group, teachers agreed that communication was strong and in staff meetings and on digital platforms they are often asked for input.

- **Indicator d:** The BASCS Board has made notable progress in its commitment to maintaining a well-regulated and organized learning environment through proactive policy management and responsiveness to the evolving needs of the school community. During the board focus group, the Board Chair highlighted the board's annual review of school policies, facilitated by legal counsel, to suggest updates for consideration and approval. A significant aspect of this progress is the board's engagement with parent complaints, with a particular focus on issues related to transportation and student behavior in connection with transportation. In response, the board approved funding to hire additional bus matrons, demonstrating a proactive and solution-oriented approach to addressing concerns raised by the school community. The commitment to policy management is evident in the board's consistent efforts to review existing policies and introduce new ones aligned with the school's needs. Within the first year of operation, crucial policies were adopted, covering areas such as Solicitation and Fundraising, Health Examinations, Board Of Trustees By-Laws, Internet Safety, and more. Also, the board's agenda and minutes, accessible to the public, reflect this active engagement in policymaking and adjustments.
- **Indicator e:** The BASCS Board has established a rigorous and collaborative performance-based evaluation process that extends to key leadership roles, including the head of the school. During the site visit focus group, board members highlighted the comprehensive approach taken, emphasizing collaboration with iLearn at the network level and a commitment to accountability. The board's performance-based evaluation process is characterized by its rigor and methodical nature, with a focus on assessing school leadership, the board itself, and external providers. This approach ensures a thorough evaluation of key roles within the organization, holding them accountable to the school's mission and educational philosophy. A clear commitment to ongoing self-improvement is evident through the annual completion of self-evaluations and evaluations of the Chief Executive Officer (CEO). The head of the school undergoes evaluation at the network level by iLearn, and the results of this annual assessment are shared with the BASCS board.
- **Indicator f:** The BASCS Board has made progress in ensuring legal integrity and accountability through comprehensive efforts and specific actions. In a focus group discussion, the board chair highlighted the board's commitment to understanding and meeting its legal obligations to the school and its stakeholders. To achieve this, the board engages in collaborative efforts with the school's counsel, the NYC Charter School Center, and the NYS Charter School Association. This collaborative approach involves consistent consultation with the Charter School Office liaison and various experts or support organizations. The board chair reported that the school's legal counsel reviews school policies annually, providing suggestions for updates and ensuring compliance with all relevant laws and regulations. Furthermore, the board actively participates in school events, demonstrating a hands-on commitment to engaging with the school community. Inviting public officials and community members to visit and learn about the school is a deliberate effort by the board chair, fostering community support and building relationships.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvements in defining staff roles and responsibilities, making substantial progress in establishing robust communication systems and decision-making processes, staff recruitment and retention efforts with iLearn, enhanced school safety measures, established structured systems for frequent teacher collaboration, and extensive professional development opportunities through iLearn.

1. Element: ***School Leadership:***
    - **Indicator a:** According to the renewal application and focus group discussions, the school leadership fosters a culture of collaboration among administrators, teachers, staff, and even students. Regular meetings, open communication channels, and shared decision-making processes empower all stakeholders to contribute to the school's success. This collaborative approach ensures that the staff's commitment to the mission and goals is strong and unwavering. Driven by a commitment to excellence, the leadership team emphasizes continuous improvement in student learning. Data-informed decisions, regular assessments, and targeted interventions allow for the identification of areas for growth and the implementation of strategies to enhance performance. This ongoing process of reflection and adaptation maintains high standards and responsiveness to student needs.
    - **Indicator b:** BASCS states that members of the school community adhere strictly to their defined roles and responsibilities. This clarity in function ensures efficiency, accountability, and a unified approach to achieving the school's objectives. The midterm site visits identified some confusion in roles and responsibilities, namely as it relates to hiring a counselor. That matter and confusion now appears to be resolved.
    - **Indicator c:** BASCS has made substantial progress in establishing robust communication systems and decision-making processes, fostering a culture of transparency and collaboration. Parents and teachers, during site visit focus groups, praised the school's proactive communication and responsiveness, distinguishing it from other educational experiences. The school's commitment to continuous improvement is evident in its up-to-date website, utilizing electronic sources such as email, Class Dojo, and social media to keep families informed. Communication at BASCS encompasses internal and external facets, including regular staff meetings, digital platforms, bulletin boards, and newsletters. The school's commitment extends to external communication through dedicated parent portals like iLemis and active community outreach, solidifying a strong connection with the local community. A layered teacher support system is in place, exemplified by the iGrow program, instructional coaching, and collaborative planning. Decision-making processes at BASCS are informed by data-driven insights, collaborative brainstorming, reflective practices, and continuous feedback.
    - **Indicator d:** BASCS, in collaboration with iLearn, identifies and targets potential candidates who align with the school's educational philosophy and commitment to excellence. The annual iLearn job fair plays a key role in finding and onboarding talented new team members. During a site visit focus group, the board of trustees identified programs to retain existing staff members through the iGrow program, and tuition stipend, encouraging teachers to stick to their assigned hours to avoid burnout and assist teachers in getting their certifications. Additionally, the board of trustees shared that they hope that iLearn graduates return to iLearn schools to teach.
2. Element: ***Professional Climate:***
    - **Indicator a:** BASCS has made strides in addressing its staffing challenges by recently hiring two new security guards to enhance safety measures. School leadership and teachers have identified the shortage of personnel supporting SWDs and ELL as a crucial instructional need. The school's social worker plays a pivotal role, serving as clinical support for students with Individualized Education Programs (IEPs) while also supervising and coordinating all programming for SWDs. BASCS attributes its success in staffing to its affiliation with the parent Charter Management Organization (CMO), iLearn Schools. The interconnected programs within iLearn's main departments, including Academics, Innovations, Special Programs & SEL, Talent and Human Resources, Operations, and Finance, provide comprehensive support to BASCS. The school places a strong emphasis on recruiting and retaining dedicated educators aligned with its mission, and the layered teacher support system enhances instructional quality.

- **Indicator b:** The school has established structured systems that encourage and facilitate frequent collaboration among teachers. In a focus group, teachers stated that there is daily planning time with their co-teachers and ENL collaboration time.
- **Indicator c:** In site visit focus groups, school leaders, student support service team, and teachers highlighted extensive professional development opportunities through iLearn. They agreed that the PDs are helpful to supporting SWDs and ELL. The iLearn team identifies teachers who are doing a great job with the co-teaching model and other teachers are encouraged to observe those classrooms. One concern was that parallel teaching is not observed as frequently. The renewal application states that there are ongoing Professional Learning Communities (PLCs) and the iGrow program which offers classroom and behavioral management strategies.
- **Indicator d:** The school has made notable progress in implementing comprehensive systems for evaluating, supporting, and enhancing both organizational effectiveness and instructional practice. The Danielson Framework serves as the basis for the teacher evaluation process, focusing on Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Teachers discussed this evaluation system during a site visit focus group, providing insights into its effectiveness. The school employs a systematic approach to teacher evaluations, conducting three evaluations per year for non-tenured teachers (two announced and one unannounced) and two announced observations for tenured teachers. A key feature is the pre-observation conference, allowing teachers to discuss their lesson with administrators before observation, ensuring alignment and preparation. Post-observation conferences provide opportunities for collaborative reflection and improvement. The evaluation process aligns with BASCS's values of excellence, collaboration, and responsiveness, reflecting a commitment to maintaining high organizational and instructional standards. As part of the iLearn Schools network, BASCS benefits from interconnected support across various domains, ensuring alignment with best practices and organizational effectiveness.
- **Indicator e:** In a focus group, teachers expressed their satisfaction of the school leadership and their willingness to solicit feedback. This feedback is an improvement from the midterm site visit.

3. Element: **Contractual Relationships:**
   - **Indicator a:** The board of trustees and school leadership at BASCS emphasize the importance of establishing effective working relationships with iLearn Schools, the parent Charter Management Organization (CMO). The CMO presents updates at board meetings, discusses concerns, and listens to reports from school administrators as they communicate the needs of BASCS. Additionally, they attend weekly or monthly meetings held by iLearn and they set meetings and identify topics to be addressed. This collaboration is rooted in a shared mission and vision, focusing on empowering students to excel in STEAM-based education. iLearn Schools provides comprehensive support across six main departments, including Academics, Innovations, Special Programs & SEL, Talent & HR, Operations, and Finance, addressing areas from continuous growth in academics to day-to-day operational efficiency.
   - **Indicator b:** n/a
   - **Indicator c:** According to both the board and school leadership focus groups**,** BASCS conducts periodic performance reviews of contracted service providers to assess their alignment with the school's goals, compliance with contractual obligations, and overall effectiveness in service delivery. As stated in the renewal application some examples of robust mechanism BASCS has implemented to monitor the efficacy of contracted service providers includes:
     - Alignments with iLearn School innovations
     - Dats-driven Evaluations
     - Feedback and collaboration

- Compliance monitoring
- Adapting to changing needs

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** School stakeholders share a common and consistent understanding of the school's mission and key design elements. Both members of the school's board and school leadership were able to clearly articulate key design elements in discussion during the site visit focus groups.
   - **Indicator b:** BASCS has made significant progress in implementing its Key Design Elements (KDE) with fidelity, evident across various aspects of its educational model:
     - Technology Integration: The school successfully integrates technology through weekly computer classes and a robotics club, showcasing a commitment to modern educational methods. Additionally, students have access to SMART pads, iPads, and two 3-D printers.
     - Balanced Literacy: A balanced literacy approach is observed in some classrooms and is integrated into the overall curriculum, demonstrating a comprehensive strategy for language development.
     - STEAM-Based Approach: The incorporation of a STEAM-based approach throughout the curriculum is observed in various classes during the site visit, reflecting a commitment to interdisciplinary learning.
     - Use of Data: The school leadership team effectively utilizes data from STAR assessments and quarterly benchmark assessments to identify instructional priorities and areas where students need support, demonstrating a data-driven approach to instruction.
     - Opportunities for Growth and Enrichment: BASCS provides a variety of enrichment and curricular activities, including visual art and music classes, aligning with the approved key design elements and contributing to a well-rounded educational experience.

   These specific examples showcase how BASCS has aligned its educational practices with the NYSED-approved key design elements, fostering an environment conducive to student growth and achievement. The school's commitment to technology integration, balanced literacy, STEAM education, data-driven instruction, and opportunities for enrichment collectively contribute to its unique and successful educational model.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has improved from a Falls Far Below to an Approaches due to improvements in overall enrollment.

1. Element: ***Targets are met:***
   - **Indicator a:** For the past two years of the term BASCS has exceeded the minimum overall enrollment of 85 percent of contracted enrollment and is currently, 2022-2023, enrolled at 95 percent of their contracted enrollment.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school has been consistently below the DOL for enrollment of the SWD, ELL, and ED student populations. BASCS is currently -11 percentage points below the DOL for SWD, -8 for ELL, and -6 for ED students. Retention rates are also below the DOL, -8 for overall retention, -31 for SWD, -4 for ELL, and -9 for ED students.
   - **Indicator b:** BASCS has made progress in addressing enrollment gaps for student subgroups. In the leadership focus group, they said, “There is nothing we haven’t tried.” The school actively involves parents of students with disabilities in reaching out to the broader community, translates

materials for families who speak languages other than English, and utilizes current parents as neighborhood ambassadors. BASCS has shown a commitment to inclusivity, with enrollment statistics for ELL and SWD.

- **Indicator c:** Based on the renewal application, BASCS has implemented a systematic and data-informed process for evaluating and refining its recruitment, outreach, and program services targeting SWD, ELL, and ED students. The approach involves regular monitoring, data-driven evaluation, collaboration with external partners, academic support, community and parent engagement, and adherence to ethical compliance and transparency.

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: Meets

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvements in addressing operational deficiencies such as ELL screening and identification policy and procedures and resolving the fingerprint clearance issues.

1. Element: ***Legal Compliance:***
   - **Indicator a:** BASCS has diligently compiled a record of substantial compliance with applicable state and federal laws, as well as the specific provisions outlined in its charter. Previous issues with hiring/starting new staff have been addressed, while the school still has two more uncertified teachers than allowed by statute. The compliance encompasses the following key areas:
     - Student Admissions and Enrollment: The school adheres to non-discriminatory admissions policies and practices that align with federal and state requirements. The enrollment procedures are transparent and designed to provide equal opportunities to all applicants.
     - Freedom of Information Law (FOIL) and Open Meetings Law: In accordance with FOIL and Open Meetings Law, the school ensures that meetings and records are accessible to the public, promoting transparency and accountability in its operations.
     - Protecting the Rights of Students and Employees: The school respects and upholds the rights of students and employees, implementing policies that ensure a respectful, equitable, and safe environment. A designated Dignity for All Students Act (DASA) coordinator is in place to address concerns related to harassment and discrimination.
     - Financial Management and Oversight: The financial management practices of the school are guided by principles of fiscal responsibility and oversight. The board plays a critical role in reviewing and approving financial statements, budgets, and significant contracts, ensuring alignment with the school's goals and legal obligations.

    - Governance and Reporting: The governance structure of the school complies with legal requirements and is designed to provide effective oversight and leadership. Regular reporting mechanisms are in place to maintain communication with stakeholders and regulatory authorities.
    - Health and Safety Requirements: The school complies with all health and safety regulations, implementing policies and procedures to ensure the well-being of students, staff, and the broader school community.
- **Indicator b:** The has successfully addressed the deficiencies of ELL Screening and Identification Policy and Procedures. The school actively maintains compliance with all legal requirements. When non-compliance or potential risks are identified, appropriate corrective action is promptly taken. This includes internal reviews, policy revisions, and staff retraining as needed. Additionally, the school has implemented safeguards such as regular monitoring, clear policies, ongoing training, and collaboration with legal counsel. Through these measures, the school ensures legal and ethical integrity, fostering trust within the school community.
- **Indicator c:** During the site visit, both the BASCS board and parents expressed a desire for the school to expand to the middle grades. Acknowledging the need for significant charter revisions, the school leadership and board of trustees are actively engaged in a process to include Grades 6-8, starting concurrently with the renewal process. See the proposed enrollment chart in this report for details.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
BRONX ARTS AND SCIENCE CHARTER SCHOOL	320800861155	341

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 8
Total Public School Enrollment of Resident Students attending Charter Schools:	24%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	925 HUTCHINSON RIVER PKWAY, BRONX, NY, 10465
Website:	www.bronxcharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MR. TURAN BALIK
CEO Phone:	718-823-1065
CEO Email:	tbalik@bronxcharter.org
BOT President:	MS. ADALINE SANTIAGO WALKER
BOT President Phone:	.
BOT President Email:	awsantiago@bronxcharter.org
Institution ID:	800000090719

***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.**

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BRONX ARTS AND SCIENCE CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Bronx Arts and Science CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	Brighter Choice CS for Boys	-22	-18	-31	.
		Carlyle C Ring ES	-20	-24	-8	.
		Charles F Johnson Jr ES	-13	-11	-15	.
		Lincoln ES	+10	+4	+24	.
		Marie Curie Institute of Engineering and Communicati	-11	-15	-16	.
		Our World Neighborhood CS 2	-13	-17	-7	.
		PS 108 Philip J Abinanti	-35	-50	-44	.
		PS 135 Sheldon A Brookner	-29	-29	-21	.
		PS 14	-15	-30	-37	.
		PS 140 Edward K Ellington	-38	-66	-49	.
		PS 155	-50	-52	-30	.
		PS 241 Emma L Johnston	-35	-34	-38	.
		PS 268 Emma Lazarus	-26	-32	-40	.
		PS 93 Albert G Oliver	+2	-13	+1	.
		Pleasant Valley ES	-3	-1	+15	.
		Queens Explorers ES	-36	-40	-39	.
		Raphael J Mcnulty Academy for Intern Studies & Litera	0	-5	+1	.
		Success Academy CS - Bronx 4	-56	-79	+51	.
		Success Academy CS-Bronx 1	-40	-73	+51	.
		Mean	-23	-31	-12	.
	+/- 7.5	Bronx CS for Excellence 3	-38	-38	-46	.
		Bronx Stem and Arts Academy (The)	-6	-1	+4	.
		David N Dinkins School	-36	-35	-22	.
		Gov George Clinton School	-10	-10	-26	.
		Hamilton ES	+4	+2	+7	.
		Maple Hill ES	-20	-25	-34	.
		Milton Fein School	-55	-57	-41	.
		New American Academy CS (The)	-24	-16	-25	.
		PS 108 Captain Vincent G Fowler	-43	-46	-43	.
		PS 121	-60	-70	-42	.
		PS 136 Roy Wilkins	-22	-18	-24	.
		PS 156 Laurelton	-25	-21	-6	.
		PS 279 Herman Schreiber	-34	-49	-37	.
		PS 34 John Harvard	-24	-34	-15	.
		PS 345 Patrolman Robert Bolden	-10	-22	-13	.
		PS 35 Nathaniel Woodhull	-27	-37	-32	.
		PS 36 Unionport	-27	-29	-35	.
		PS 397 Foster-Laurie	-43	-41	-36	.
		PS 45 Clarence Witherspoon	-11	-19	-27	.
		PS 55 Maure	-34	-41	-44	.
		PS 61 Arthur O Eve School of Distinction	-10	-10	-16	.
		PS 62 Chester Park School	-34	-39	-29	.
		PS 78 Anne Hutchinson	-12	-10	-7	.
		PS 87	-6	-10	-12	.
		PS 96	-44	-50	-42	.
		Smith Early Learning Center	+13	+7	+51	.
		Success Academy CS-Bed Stuy 2	-40	-67	+51	.
		Success Academy CS-Harlem 4	-64	-89	+51	.
		West Street ES	+13	+7	+51	.
		William A Carter School	-9	-13	-33	.
		Woodlawn ES	-10	-23	-14	.
		Yates ES	-10	-6	-8	.
		Yonkers Early Childhood Academy	+13	+7	+51	.
		Mean	-23	-27	-13	.
	+/- 10	Achievement First Legacy CS	+13	+7	+51	.
		Amber CS East Harlem	-31	-17	-40	.
		Amber CS Inwood	+13	+7	+51	.
		Arbor Hill ES	+11	-2	+17	.
		Baychester Academy	-54	-62	-32	.

Benjamin Franklin ES	+3	-1	+1	.
Boulevard School	-9	-10	-23	.
Brighter Choice CS for Girls	-28	-20	-7	.
Brocton ES	-7	-18	-35	.
Bronx CS for Better Learning	-32	-41	-36	.
Bronx CS for Better Learning II	-25	-32	-35	.
Bronx CS for Excellence 4	-39	-50	-34	.
Bronx CS for Excellence 5	-36	-69	+51	.
Brooklyn CS (The)	-12	-13	-9	.
Brooklyn Landmark ES	-43	-54	-49	.
Cardinal Mccloskey Community CS	-2	-32	+51	.
Clinton V Bush ES	-7	-23	+3	.
Cornerstone Academy for Social Action	-5	-14	-15	.
Cultural Arts Academy CS At Spring Creek	-20	-7	-37	.
Cynthia Jenkins School	-9	-9	-24	.
Cypress Hills Ascend CS	-19	-30	-29	.
Deauville Gardens West ES	-14	-25	-38	.
Dr Martin Luther King School Jr ES	-2	+2	+18	.
East Flatbush Ascend CS (Efacs)	-50	-59	+51	.
Exploration Elementary CS for Science and Technology	-17	-10	+19	.
G W Krieger School	-6	-3	-7	.
George L Cooke School	+13	+7	+51	.
Harlem Village Academy West 2 CS	-46	-56	+51	.
Henry Johnson CS	-39	-37	-39	.
Jermaine L Green Stem Institute of Queens (The)	-6	-9	-30	.
John F Kennedy School	+3	-3	0	.
Liberty ES	-14	-15	-11	.
Matilda Avenue School (The)	-17	-15	-33	.
Museum School 25	-2	-1	+5	.
North Street ES	-7	-13	-8	.
Ohio Street School	-8	-16	-12	.
PS 114 Ryder Elementary	-39	-35	-37	.
PS 118 Lorraine Hansberry	-18	-16	-29	.
PS 123	-28	-37	-27	.
PS 132 Ralph Bunche	-34	-40	-37	.
PS 139 Alexine A Fenty	-33	-36	-13	.
PS 14 Senator John Calandra	-30	-33	-39	.
PS 15 Jackie Robinson	-21	-26	-38	.
PS 161 Arthur Ashe School	-32	-40	-47	.
PS 170	+13	+7	+51	.
PS 182	-10	-12	-38	.
PS 195 William Haberle	-21	-19	-28	.
PS 20 Anna Silver	-9	-24	-3	.
PS 21 Philip H Sheridan	-5	-8	-18	.
PS 250 George H Lindsay	-13	-33	-2	.
PS 256 Benjamin Banneker	-7	-5	-31	.
PS 273	-39	-40	-34	.
PS 287 Bailey K Ashford	-8	-3	-41	.
PS 3 Bedford Village (The)	-9	-10	+5	.
PS 306	-4	-5	+2	.
PS 33 Edward M Funk	-24	-32	-22	.
PS 38 Rosedale	-31	-44	-21	.
PS 50 Talfourd Lawn ES	-30	-39	-27	.
PS 583	-30	-26	-13	.
PS 65 Roosevelt Ecc	-2	-6	+4	.
PS 66 School of Higher Expectations	-5	-17	-14	.
PS 76 Bennington School (The)	-7	-7	-10	.
PS 88 S Silverstein Little Sparrow School	-7	-12	+51	.
PS 88 Seneca	-22	-28	-17	.
PS 938	+13	+7	+51	.
PS 96 Richard Rodgers	-33	-53	-36	.
Paige ES	-2	-10	-21	.
Sisulu-Walker CS of Harlem	-51	-57	-49	.
Success Academy CS - Washington Heights	-52	-74	+51	.
Success Academy CS-Fort Greene	-32	-73	+51	.
Success Academy CS-Harlem 6	-54	-69	+51	.
Thomas S O'brien Academy of Science & Technology	-15	-16	-22	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

		Truman ES	+13	+7	+51	.
		Turnpike ES	+13	+7	+51	.
		Vails Gate Science, Technology, Engineering, Arts and	-15	-21	-6	.
		WHIN Music Community CS	-23	-24	-12	.
		Watervliet ES	-12	-14	-28	.
		William B Tecler Arts In Education	-14	-19	-29	.
		Mean	-17	-23	-7	.
		Mean	-19	-25	-9	.

**See NOTES (1) and (11).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BRONX ARTS AND SCIENCE CHARTER SCHOOL

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

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

Bronx Arts and Science CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	48%	11%	60%	49%	57%	29%	44%	56%

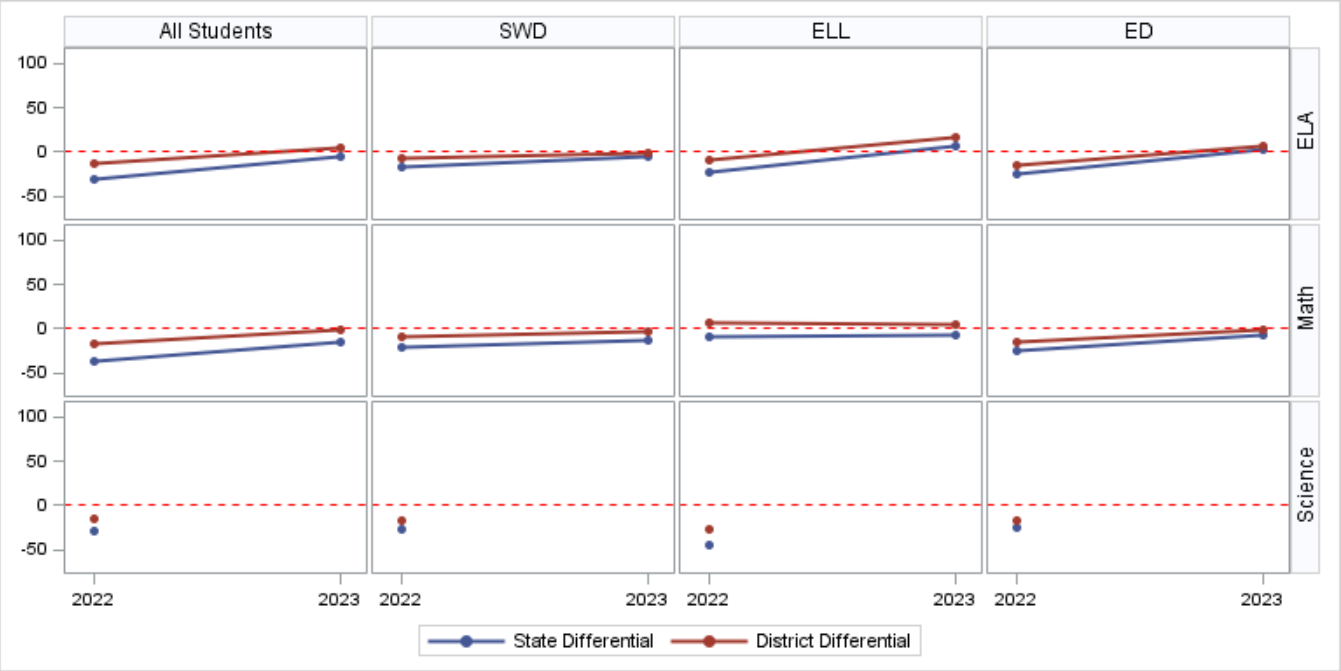
**See NOTES (2), (3), (7), and (8).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Bronx Arts and Science CS and NYC CSD 8



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Bronx Arts and Science CS	NYC CSD 8	District Differential	NYS	NYS Differential	Bronx Arts and Science CS	NYC CSD 8	District Differential	NYS	NYS Differential	Bronx Arts and Science CS	NYC CSD 8	District Differential	NYS	NYS Differential
All Students	2021-2022	13%	27%	-14	44%	-31	7%	25%	-18	45%	-38	51%	66%	-15	80%	-29
	2022-2023	40%	35%	+5	46%	-6	37%	38%	-1	53%	-16	.	.	.	.	.
SWD	2021-2022	0%	7%	-7	17%	-17	0%	10%	-10	21%	-21	33%	51%	-18	60%	-27
	2022-2023	13%	14%	-1	19%	-6	13%	17%	-4	26%	-13	.	.	.	.	.
ELL	2021-2022	8%	18%	-10	31%	-23	25%	19%	+6	34%	-9	20%	47%	-27	65%	-45
	2022-2023	38%	22%	+16	32%	+6	31%	26%	+5	38%	-7	.	.	.	.	.
ED	2021-2022	8%	24%	-16	33%	-25	7%	22%	-15	33%	-26	46%	63%	-17	72%	-26
	2022-2023	38%	32%	+6	36%	+2	34%	35%	-1	41%	-7	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	14%	29%	-15	46%	-32	12%	29%	-17	48%	-36	.	.	.	.	.
	2023	45%	31%	+14	45%	0	45%	41%	+4	54%	-9	.	.	.	.	.
Grade 4	2022	11%	25%	-14	42%	-31	2%	21%	-19	43%	-41	51%	66%	-15	80%	-29
	2023	31%	39%	-8	49%	-18	22%	37%	-15	54%	-32	.	.	.	.	.
Grade 5	2023	39%	35%	+4	45%	-6	38%	36%	+2	50%	-12	.	.	.	.	.

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

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

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	.	8%	-8	20%	-20	.	13%	-13	24%	-24	.	.	.	.	.
	2023	17%	11%	+6	19%	-2	33%	19%	+14	29%	+4	.	.	.	.	.
Grade 4	2022	.	6%	-6	14%	-14	.	7%	-7	18%	-18	33%	51%	-18	60%	-27
Grade 5	2023	20%	13%	+7	17%	+3	.	16%	-16	22%	-22	.	.	.	.	.

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

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

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	14%	18%	-4	33%	-19	43%	22%	+21	36%	+7	.	.	.	.	.
Grade 4	2022	.	17%	-17	29%	-29	.	16%	-16	31%	-31	20%	47%	-27	65%	-45
Grade 5	2023	17%	23%	-6	30%	-13	17%	24%	-7	33%	-16	.	.	.	.	.

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

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

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bronx Arts and Science CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	9%	26%	-17	35%	-26	12%	26%	-14	36%	-24	.	.	.	.	.
	2023	43%	28%	+15	34%	+9	43%	37%	+6	42%	+1	.	.	.	.	.
Grade 4	2022	7%	22%	-15	30%	-23	3%	18%	-15	31%	-28	46%	63%	-17	72%	-26
	2023	32%	37%	-5	38%	-6	21%	35%	-14	42%	-21	.	.	.	.	.
Grade 5	2023	37%	32%	+5	36%	+1	33%	33%	0	38%	-5	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BRONX ARTS AND SCIENCE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bronx Arts and Science CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	207	156	75%
2020-2021	249	196	79%
2021-2022	318	274	86%
2022-2023	360	341	95%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Bronx Arts and Science CS	NYC CSD 8	Differential to District	Bronx Arts and Science CS	NYC CSD 8	Differential to District	Bronx Arts and Science CS	NYC CSD 8	Differential to District
2019-2020	13%	22%	-9	11%	17%	-6	84%	86%	-2
2020-2021	12%	22%	-10	12%	17%	-5	81%	86%	-5
2021-2022	13%	23%	-10	12%	19%	-7	82%	86%	-4
2022-2023	13%	24%	-11	12%	20%	-8	81%	87%	-6

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

2024 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		
	Bronx Arts and Science CS	NYC CSD 8	Differential to District	Bronx Arts and Science CS	NYC CSD 8	Differential to District	Bronx Arts and Science CS	NYC CSD 8	Differential to District	Bronx Arts and Science CS	NYC CSD 8	Differential to District
2020-2021	83%	87%	-4	65%	88%	-23	88%	87%	+1	83%	87%	-4
2021-2022	83%	81%	+2	79%	80%	-1	83%	84%	-1	82%	82%	0
2022-2023	76%	84%	-8	54%	85%	-31	79%	83%	-4	74%	83%	-9

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

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

Not applicable to this charter school

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

**See NOTES (2), (3), and (10) below.*

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(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).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

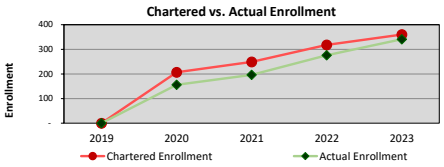
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

BRONX ARTS AND SCIENCE CHARTER SCHOOL

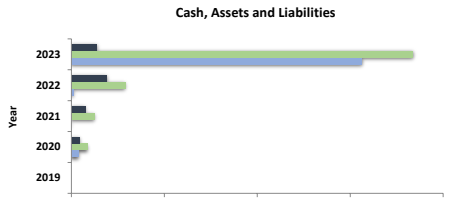
	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	-	K-2	K-3	K-4	K-5
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	207	249	318	360
Maximum Chartered Enrollment	-	360	360	360	360
Actual Enrollment	-	156	196	276	341

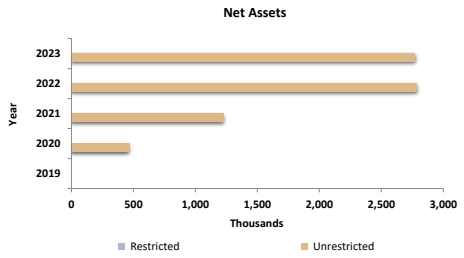


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

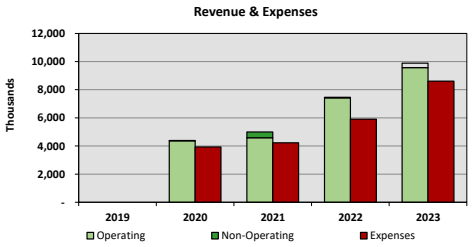
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	473,171	752,313	1,908,864	1,373,771
Grants and Contracts Receivable	-	146,857	179,860	629,257	188,973
Prepaid Expenses	-	-	-	-	7,560
Other Current Assets	-	14,366	-	-	2,513,980
Total Current Assets	-	634,394	932,173	2,538,121	4,084,284
Non-Current Assets					
Property, Building and Equipment, net	-	194,042	192,158	183,001	14,017,802
Restricted Cash	-	25,000	50,000	75,000	125,284
Security Deposits	-	40,000	84,099	124,099	164,099
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	259,042	326,257	382,100	14,307,185
Total Assets	-	893,436	1,258,430	2,920,221	18,391,469
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	7,824	9,294	104,904	419,966
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	17,676	28,293	30,957
Other Current Liabilities	-	416,146	-	-	1,068,170
Total Current Liabilities	-	423,970	26,970	133,197	1,519,093
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	14,099,592
Total Long-Term Liabilities	-	-	-	-	14,099,592
Total Liabilities	-	423,970	26,970	133,197	15,618,685
NET ASSETS					
Unrestricted	-	469,466	1,231,460	2,787,024	2,772,784
Restricted	-	-	-	-	-
Total Net Assets	-	469,466	1,231,460	2,787,024	2,772,784
Total Liabilities and Net Assets	-	893,436	1,258,430	2,920,221	18,391,469

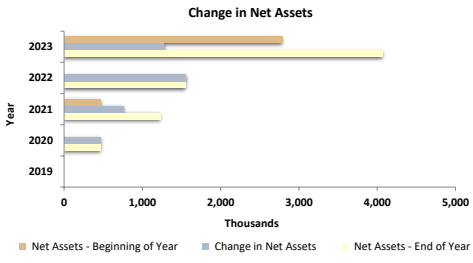




STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	2,481,953	3,163,409	4,805,980	6,527,453
State and Local Per Pupil Revenue - SPED	-	244,863	189,750	247,371	282,180
State and Local Per Pupil Facilities Revenue	-	-	-	1,289,071	1,706,552
Federal Grants	-	911,161	278,764	928,889	928,377
State and City Grants	-	725,054	956,019	151,538	128,040
Other Operating Income	-	8,201	2,002	-	-
Total Operating Revenue	-	4,371,232	4,589,944	7,422,849	9,572,602
EXPENSES					
Program Services					
Regular Education	-	2,450,952	2,893,130	4,872,250	7,121,647
Special Education	-	829,192	349,919	712,076	1,035,438
Other Expenses	-	-	-	-	-
Total Program Services	-	3,280,144	3,243,049	5,584,326	8,157,085
Supporting Services					
Management and General	-	645,876	986,756	318,091	456,363
Fundraising	-	-	-	-	-
Total Support Services	-	645,876	986,756	318,091	456,363
Total Expenses	-	3,926,020	4,229,805	5,902,417	8,613,448
Surplus/Deficit from Operations	-	445,212	360,139	1,520,432	959,154
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	51,789
Contributions and Grants	-	-	401,780	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	24,254	75	35,132	266,984
Total Support and Other Revenue	-	24,254	401,855	35,132	318,773
Change in Net Assets	-	469,466	761,994	1,555,564	1,277,927
Net Assets - Beginning of Year	-	-	469,466	-	2,787,024
Net Assets - End of Year	-	469,466	1,231,460	1,555,564	4,064,951

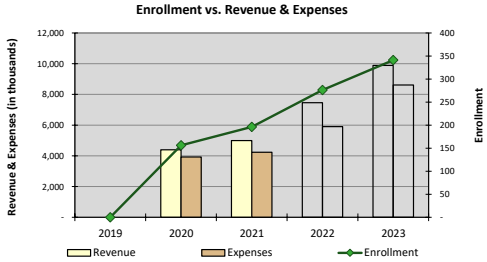
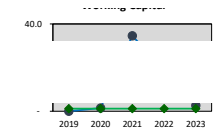
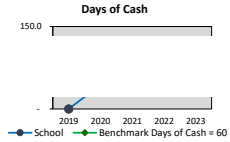




FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	28,021	23,418	26,894	28,072
Support and Other Revenue	-	155	2,050	127	935
Total Revenue	-	28,176	25,468	27,022	29,007
Expenses - Per Pupil					
Program Services	-	21,027	16,546	20,233	23,921
Mangement and General, Fundraising	-	4,140	5,034	1,153	1,338
Total Expenses	-	25,167	21,581	21,386	25,259
% of Program Services	0.0%	83.5%	76.7%	94.6%	94.7%
% of Management and Other	0.0%	16.5%	23.3%	5.4%	5.3%
% of Revenue Exceeding Expenses	0.0%	12.0%	18.0%	26.4%	14.8%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	2.28	2.78	3.00	2.16
Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 /	-	Strong	Strong	Strong	Strong



WORKING CAPITAL					
Net Working Capital	-	210,424	905,203	2,404,924	2,565,191
Working Capital (Current) Ratio	-	1.5	34.6	19.1	2.7
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	0.0	0.0	0.8
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	-	44.0	64.9	118.0	58.2
	-	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard
Total Margin Ratio	-	0.1	0.2	0.2	0.1
	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard