



New York State Education Department

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

Creo College Preparatory Charter School

Renewal Site Visit Dates: October 25-26, 2023
Date of Final Draft Site Visit Report: March 7, 2024
Date of Final Site Visit Report: March 18, 2024

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Creo College Preparatory Charter School
Board Chair	Ms. Laura Reyes
District of Location	New York City (NYC) Community School District (CSD)7
Initial Commencement of Instruction	Fall 2019
Charter Terms	Initial Charter Term: August 28, 2019- June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 5-8 / 384 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-8 / 384 students
Comprehensive Management Service Provider	None
Facilities	524 Courtlandt Ave, Bronx, NY 10451 - Private Space
Mission Statement	<i>Building knowledge, skills, and character, Creo College Preparatory Charter School educates students to thrive in college and to assume responsibility for identifying and solving problems in our community and our world.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous Academics • High-Quality Instruction • Digital Literacy and Computer Science • Structured Community and Individual Support • Every Minute Matters to Students • Students Create Solutions and Serve Others
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	A conforming (technical correction) to revise its authorized enrollment from the currently approved 480 students to 384 students.

Innovative and Noteworthy Programs: As of 2022-2023, Creo College Preparatory Charter School, or “Creo,” had completed its planned growth and serves students in Grades 5 through 8. In 2022-2023 the ‘founding cohort’ of 8th graders scored 70 percent proficient in ELA and 72 percent in math, exceeding NYS by +14 and +29 percentage points, respectively.

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	Grade 5	Grades 5-6	Grades 5-7	Grades 5-8	Grades 5-8
Total Approved Enrollment	96	192	288	384	384

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8
Total Proposed Enrollment	384	384	384	384	384

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 Creo College Preparatory 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 Creo on October 25 and 26, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, and interventionists.

The team conducted 16 classroom observations in Grades 5-8. The observations were approximately 20 minutes in length and conducted jointly with school leaders or coaches. 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 2023-24 [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 any complaints.

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 Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Exceeds
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Approaches
	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

- Creo College Preparatory School is in year five of operation and serves students in Grades 5-8. During its current charter term, the school is rated in the following manner: one Exceeds, seven Meets, and two Approaches. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Strengths of the school, as observed on site and in review of the 2023 renewal application, include family engagement, a thoughtful and well-executed curriculum, strong academic performance, and improved overall enrollment throughout the course of the charter term.
- **Summary of Challenges:** Creo’s current challenges include not fully meeting their subgroup enrollment targets and its financial condition given their low composite score.

Benchmark 1: Student Performance

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

Finding: Meets

Summative Evidence for Benchmark 1:

While Benchmark 1 could not be rated at the time of the midterm site visit in May of 2022 due to a lack of academic performance results, Creo's current rating for this benchmark is Meets, due to the most recent academic performance on the NYSTP 3-8 Assessments in ELA, math, and science.

Based on the 2022-2023 NYSTP 3-8 Assessments for ELA and math, shown in Attachment 1, Creo's overall proficiency rates surpass the district of location (DOL), NYC CSD 7, overall and across all subgroups. The school's overall ELA proficiency of 46 percent is +13 percentage points to the DOL and -3 below NYS. The school's overall math proficiency of 50 percent is +20 percentage points above the DOL and +1 above NYS.

In a cohort comparison, students show proficiency increases with each single grade advancement in both ELA and math. In ELA, the increases in proficiency range from +3 percentage points to +22. In math the increases in proficiency range from +23 percentage points to +36.

Creo's overall maintenance of and trending toward proficiency for 2022-2023 was 50 percent for ELA and 67 percent for 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

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

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

- MS:
 - Creo uses the Reading Reconsidered curriculum for ELA, which is aligned to NYS CS standards.
 - For math, Creo has adopted Eureka, and for science, the school utilizes Amplify curriculum.

- The school supports students at all grade levels through differentiation, including visual aids, vocabulary banks, sentence starters, and graphic organizers.
- Instruction is focused on the following classroom competencies: content, “set, scan, follow-through,” and “alliances and restorative practices.”

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

- **SWD:**
 - According to Creo’s renewal application, all students take a baseline assessment to determine any learning needs. With their diagnostic assessments at the start of each year (or upon enrolling at Creo), the school is able to assess, monitor, and drive the progress of individual students within particular subgroups, as well as students with unidentified needs. Depending on content, this intervention and support is tailored to the individual student. This could look like an ICT class, or dedicated remediation at the schoolwide intervention period.
- **ELL:**
 - According to Creo’s renewal application and the special population focus group during the renewal site visit, ELL students are initially identified by reviewing students’ home language survey and reviewing diagnostic results, described above. Accommodations specific to each student are then developed based on the results of the diagnostic assessments. This could include pull-out groups or a language acquisition class, for example.

Summative Evidence for Benchmark 2:

- For students who are reading below grade level in ELA, Creo has a dedicated reading class with explicit instruction in phonics, phonemic awareness, fluency, and comprehension.
- Students who enter Creo struggling with numeracy attend both the grade-level ICT class and have additional periods of intervention. This includes small-group pull-out instruction, as well as dedicated numeracy remediation during the common schoolwide intervention period.

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

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

- **Indicator a:** During the school leadership focus group, leadership shared that Creo intentionally provides teachers with a wide variety of curricular resources so that they can spend their planning time on tailor lessons specifically to their own students. In the renewal application, Creo describes its documented curriculum to include the following:
 - **Computer science:** Internally created curriculum;
 - **ELA:** Reading Reconsidered;
 - **Health and Wellness:** Internally created curriculum;
 - **History:** Core Knowledge and Achievement First;
 - **Math:** Eureka; and
 - **Science:** Amplify.
- **Indicator b:** As observed on site during the renewal site visit and as described in the renewal application, Creo teachers use an internally-created common planning tool called “The Dashboard” to organize instructional materials, plan differentiated instruction, and actively reflect and refine after every lesson. This tool allows teaching teams to collaborate and coaches

to provide feedback in a timely and effective manner. These common planning expectations ensure that students are receiving consistent and intentional support in all of their classes.

- **Indicator c:** The school leadership team at the renewal site visit shared that teachers at Creo have 160 minutes of planning time per day. Teachers are seated with their content teams to plan, and they also have opportunities to plan with their grade level teams. This ensures that there is horizontal and vertical curricular alignment across grades.
- **Indicator d:** The renewal application and focus groups provided evidence that the curriculum is thoughtfully differentiated to provide opportunities for all students to master grade-level skills and concepts. According to the renewal application, during daily co-planning time, diagnostic, formative, and summative assessments are used by content teams to revise pacing and determine small-group instruction and intervention planning. Teammates also conduct student work analysis during this time, gathering qualitative data from students' writing, participation, and other sources.
- **Indicator e:** The renewal application states that the curriculum is regularly reviewed and revised. To review efficacy and relevance, the leadership team regularly conducts curriculum reviews. Creo's "Team Days" allow the school to review student data including proficiency, growth, and surveys from students and families, and adjust as necessary. Examples of adjustments have included revising Math pacing to review material, changing a text in ELA to increase representation of authors, and creating cross-curricular projects to reinforce concepts in Science and CS. At the end of each year, the leadership team has dedicated planning days to review year-long pacing and interim assessment data and makes revisions for the coming year. These curricular reviews lead to instructional decisions, such as the shift from the Achievement First open-source math curricula to Eureka2.

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

- **Indicator a:** Overall, as seen during classroom observations by the renewal site visit team, the school staff has a common understanding of high-quality instruction, and observed instruction aligned to this understanding. On site, the school leader shared that each teacher has specific instructional goals that they are working on in a two-week cycle, and their coaches check in and support them with these goals. Across all observed classrooms, lesson organization and preparation were fully evident, with lesson plans posted on Creo's "Dashboard." Teachers utilized assessment tools to check for student understanding, including written exit tickets, showing work on the board, or sharing answers aloud. Overall, class time was observed to be maximized for student learning, with few disruptions observed.
- **Indicator b:** Across the 16 classrooms visited by the renewal site visit team, student engagement was evident, with few students off task or uninvolved in the lesson activities. Most teachers established a suitable pace for the lesson and managed class time efficiently. In a few classes, the paraprofessionals who are employees of the New York City Department of Education (NYCDOE) were not fully fostering student engagement, as they were observed disengaged or on phones, rather than working with their designated student(s).

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

- **Indicator a:** As stated in the renewal application, Creo uses a variety of assessments to inform instruction and evaluate its academic program. At the beginning of each year, Creo uses diagnostic assessments to ascertain present levels of performance and gauge learning-loss from the summer. For these diagnostics, Creo utilizes internally-created assessments based on released NYSTP items, as well as an online assessment—iReady. To monitor student performance

throughout a unit, Creo uses daily exit tickets, weekly quizzes, and other formative prompts to adjust instruction. At the end of each unit, tests and performance tasks measure student growth and mastery.

- **Indicator b:** According to the renewal application and focus group interviews, during daily co-planning time, diagnostic, formative, and summative assessments are used by content teams to revise pacing and determine small-group instruction and intervention planning. Staff also conduct student work analysis during this time, gathering qualitative data from students' writing, participation, and other sources.
- **Indicator c:** In the renewal application, Creo explains that the school uses data to evaluate its programming. Reviewing their math achievement data from the first two years of the charter term, it was found that achievement was severely impacted by the COVID-19 pandemic and remote learning. This led Creo to make a switch of curricula and engage additional math coaching and support from the Lavinia Group. Data days are also conducted three times per year, following the iReady assessment, to review results across the school and adjust instruction accordingly.

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

- **Indicator a:** The CSE indicated that Creo is responsive to parent needs, and the school advocates for its families. The school has a strong partnership with the CSE. Creo is always prepared for IEP meetings and provides documents and data to the CSE. The teachers at Creo appear to be quite knowledgeable about Specially Designed Instruction. During IEP meetings, they thoroughly discuss student needs, required interventions and goals. They also consistently enter the Present Levels of Performance and goals on the students' IEPs.
- **Indicator b:** As described in the renewal application and focus groups, Creo has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students. Teachers have 160 minutes per day of common planning time to ensure collaboration and communication between interventionists and classroom teachers. Student progress is monitored throughout the school year through a wide variety of diagnostic, formative, and summative assessments, as described above.

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: Exceeds

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has improved from a Meets to an Exceeds due to the continuation of the school’s strong school culture that engages students and their families, ongoing adaptation to meet the needs of students and families, parent collaboration with families to address student disruptive behaviors, coordination of therapeutic interventions outside of school, ongoing

teacher use of effective routines to engage students, ongoing strong system of social-emotional supports, significant counselor support at each grade, regular review of disaggregated behavior data with teacher to meet student needs, coordination among the school leadership team, grade-level teams and attendance teams to review and manage academic, behavior and enrollment data. In addition, during this renewal site visit, the CSO SV team found the family engagement and communications element to be exemplary, with the school holding individual meetings with every family, providing multiple opportunities for families to participate in meaningful ways in their child's education (such as monthly coffee days for parents to observe their students in classroom, and offering school-sponsored workshops), hosting school events, offering student field trips, offering several opportunities for families to volunteer at the school during assessment periods, providing each student with an advisor, sending families weekly student progress reports, and administering school-developed surveys to assess family satisfaction.

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

- **Indicator a:** The renewal application states that the discipline policy is stated in the Student and Family Handbook. Creo's behavior management system is based on restorative justice, and during August professional development, Creo staff learns, norms, and practices its restorative systems. The school has a common language for triaging student behaviors and de-escalation, with clear channels and methods of communication that allow for rapid and differentiated responses. The restorative system is based on processes and a team that can help students identify harm, manage repair of that harm, and a supportive reentry process facilitated by the counseling team.
- **Indicator b:** The CSO site visit team observed the school to be safe for both students and staff. Students can receive referrals for specific behaviors, and as described in the school leader focus group, Creo's restorative program is focused on reflection and very intentional. Once a student receives a referral for specific behaviors, they are removed from classroom, and a whole team checks in, and problem solves the particular situation. The student will receive logical consequences that they are involved in determining, and a discussion is had about how they can repair harm caused to the community. Creo calls behavior management "classroom competence," because they work to ensure students are "always safe and never bored." Creo has never expelled students, and explicitly works to ensure out of school suspensions are minimal.
- **Indicator c:** As described in the classroom competence process above, Creo pays particular care in ensuring the school is free from harassment and discrimination. The Renewal application states that these policies are outlined in the Family Handbook.
- **Indicator d:** The CSO team observed 16 classrooms while on site, and of these classrooms, the majority were conducive to learning and generally free from disruption.

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

- **Indicator a:** The school's renewal application and evidence gathered by the CSO team during the renewal site visit found family engagement to be exemplary. School leadership shared that at the start of the school year, Creo meets with each and every family to conduct "home visits," (these will shift back to family homes in the 2024-2025 school year). Creo conducts workshops for families and provides multiple opportunities to come into the school to observe and take part in their child's education. For example, they host monthly coffee days where parents can observe their child in their classroom environment. The renewal application also states that families participate in participate and plan a variety of school events, such as annual Thanksgiving-time Creo Harvest, and regular field trips to museums and Broadway. Every major assessment period, the school has family volunteers who take shifts in the hallway, facilitating seamless communication, aiding students who might benefit from a pep talk, and keeping a calm and

consistent environment. Last school year, Creo's families led professional development sessions for staff in August and led Information sessions for interested families in the spring.

- **Indicator b:** The renewal application states that once a student begins at Creo, they are assigned an advisor. This teacher is the student and their family's first point of contact, with proactive outreach every week. Every week, Creo sends home physical and digital Progress Reports that include grades, attendance, and behavior summaries. Every quarter, the school shares feedback at family conferences, held at multiple times and with multiple translators, so that they are accessible to all families. Since 2020, the school has also offered families the option of phone or video conferencing.
- **Indicator c:** In the renewal application, Creo stated that they internally developed surveys and focus groups to assess family satisfaction. Leadership shares the results of internal and external surveys, as well as assessments, with students, families, and constituencies including community groups and supporters.
- **Indicator d:** As described above, each student is assigned an advisor. The school leadership shared that should a family or community concern arise, parents are typically in constant communication with the advisor. Families are also encouraged to reach out directly to the school leadership team.
- **Indicator e:** As mentioned above, academic data is shared with families and the broader school community on a quarterly basis, and during family conferences, as described in the renewal application.

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

- **Indicator a:** The renewal application and school leadership in the focus group shared that Creo has a counselor or social worker for every grade level. Together with the advisory team, they conduct regular social-emotional health screening, craft curricula to align with student needs and current events in our school and broader community and engage in a weekly protocol with all teachers on the grade team to flag concerns or crises. This protocol goes through every single student in a grade, and triages academic, behavioral, and social-emotional needs to the appropriate teammate.
- **Indicator b:** As described in the renewal application, the counseling team—comprised of grade-level counselors, social workers, and the high school placement counselor—creates, implements, and tracks social-emotional needs through regular student surveys, daily classroom observation with protected time in their schedules, weekly debriefs with grade-level teams, and regular analysis of disaggregated attendance and behavioral data. Due to the low student-counselor ration, Creo is able to offer at-risk counseling to all identified students, in addition to the caseload of students with mandated counseling. In the 2022-2023 school year, Creo began an ongoing partnership with NYU to have Social Work Interns who supplemented its team.
- **Indicator c:** The school's renewal application, the school leadership and special population focus groups described the way in which Creo collects and uses data to support students' social and emotional health. The leadership team regularly reviews student, family, and staff surveys on social-emotional supports. As an example, in 2021-2022, Creo's initial surveys and classroom observations indicated a greater need for dedicated social-emotional learning for their students who had experienced their first year at Creo entirely online. The school created a 6th grade SEL class. This class led to a decrease in referrals, increased student participation in class, and improved academic and social outcomes for students.

Benchmark 4: Financial Condition

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

Finding: Approaches

Summative Evidence for Benchmark 4:

The trajectory for this benchmark has declined from a Meets to an Approaches due to the change in the school's financial indicators.

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

Creo College Preparatory Charter School appears to be in fair 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 1.50 and 3.00 is generally considered to be in good financial health. Creo College Preparatory Charter School's 2022-2023 composite score is (0.18).

**Composite Scores
2018-2019 to 2022-2023**

Year	Composite Score
2018-2019	-
2019-2020	2.58
2020-2021	1.46
2021-2022	0.95
2022-2023	(0.18)

In July 2022, the school adopted a new accounting standard, taking on a lease liability of nearly \$30 million and a right-of-use asset of nearly \$28 million with those recognitions resulting in a substantial current liability. This impacted the school's statement of financial position and thus several of its key financial indicators. The NYSED CSO will continue to monitor the school's financial condition.

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

The trajectory for this benchmark has been consistently a Meets.

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Creo College Preparatory 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 consistently a Meets.

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

- **Indicator a:** Overall, the board is working to recruit and select board members with skills and expertise that meet the needs of the school. At the time of the site visit, the board consisted of nine members. The renewal application describes the process of selecting new board members, which includes identifying strengths and gaps in competencies in the board and set recruitment targets for onboarding new members. The application also states that the board has used professional networks to source interested candidates, and follow consistent vetting policies that includes an interview, a school visit, meeting with the Governance Committee, and meeting with the full board. Creo’s renewal application stated that the board has recruited members with key competencies in academics and school operation, financial management, non-profit leadership, and deep commitment and connection to its community in the South Bronx.
- **Indicator b:** The board has begun to engage in strategic and continuous improvement planning at annual retreats, according to Creo’s renewal application, and echoed in the site visit board meeting. Board members in the focus group shared that the board holds an annual retreat in June to engage in strategic planning. The board also uses some time in executive session during board meetings to discuss areas of growth and set priorities and goals. Currently, the board does not have a formalized strategic plan in place.

- **Indicator c:** The renewal application states that committee meetings are the primary avenue for maintaining active oversight of school management, fiscal operations, and progress towards goals. In the Academic Committee, the school reviews disaggregated student achievement data on internally created assessments, growth on nationally normed assessments like NWEA MAP, weekly attendance, and behavioral data. They review the comparative data for different subgroups including students with IEP's, multilingual learners, students in each grade, by length of time at Creo, by race, and by gender. In the Finance Committee, they review the reports linked above and receive reports from both Edtec and school leadership, assess progress towards goals, and evaluate explanations for variances. In the Governance Committee, they review the reports of other committees to set the agenda for each month's board meeting, vet board candidates and schedule their vetting and onboarding, and maintain the compliance calendar to ensure the school is following all necessary regulations and deadlines. The Governance Committee also manages the board's annual self-assessment and performance evaluation, including indicators from the NYSED performance framework and our annual goals.
- **Indicator d:** The board updates school policies, according to the board members in the focus group. Every August, the board updates and reviews all school policies and handbooks, and any changes are voted on at subsequent board meetings.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers, as described in the renewal application. The board evaluates itself on an annual basis using a self-evaluation process, with the most recent evaluation taking place during the summer. Senior leadership at the school is evaluated annually by the board. The annual school leader evaluation includes a narrative component, review of NYSED and internal assessments and surveys, and opportunities for input from community members and staff. Service providers are also evaluated based on their executive of required tasks and effectiveness of services, as observed through qualitative and quantitative methods. The annual provider evaluation relationship includes all vendors with direct contact of the board, including the attorney, back-office provider, food vendor, and any vendors with annual contracts.
- **Indicator f:** Overall the board appears to demonstrate awareness of legal obligations to the school and stakeholders. The renewal application states that on an annual basis, Creo revisits all policies, has them reviewed by a respective expert (bylaws by our attorney, financial policies by auditor and back-office), and seeks opportunities for improvement through communities of practice including workshops and resources from the New York City Charter School Center, New York Charter School Associations, and NYSED.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

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

1. Element: *School Leadership*:

- **Indicator a:** Overall, the leadership team has obtained staff that appear to be committed to the school’s mission and goals. The renewal application states that each school year begins with four weeks of professional development that is focused on establishing the norms and systems of the school, where they practice common language and pedagogical skills, as well as learning from our parents and community. Every member of the leadership team receives coaching and professional development.
- **Indicator b:** Site visit focus groups made it clear that staff roles and responsibilities are clearly defined. Staff had a common and consistent understanding of staff responsibility, and who to communicate with regarding certain challenges. As described above, four weeks of professional development helps staff become clear on their roles and responsibilities.
- **Indicator c:** Site visit focus groups and the renewal application described clear, established, and documented communication systems. Each morning begins with a full team “huddle” for all staff. Key logistical updates are shared, as well as opportunities for practice and shoutouts. Throughout the day, the Creo team stays in constant communication using the platform Slack. Each grade and content team has their own “channel” where conversations can happen, as well as channels that are used for projects, events, and trips. Staff use Slack to request supplies for our classrooms and assistance from the Restorative Team. Coaches use Slack to share feedback with their teachers. Additionally, all teachers have 160 minutes of common planning time, which allows for organic and fluid communication throughout each week.
- **Indicator d:** On site and in the renewal application, the school has described how they recruit, hire, and retain key personnel. Over the past four years, the school has conducted over 600 interviews to find its team. In that time, over 90 percent of offered teachers have returned every year. Creo focuses on hiring staff who will be aligned with its mission. The school invests heavily in professional development time and feedback structures so that staff are constantly learning. School leadership also shared that they have been working on a longevity plan. This plan includes competitive raises, able to offer stipends for additional work, and opportunities to remain in the classroom but to have leadership opportunities. After three years of service, staff can leave early or come late once a month and can do so once a week after four years of service. After five years of service, staff can take a three-week sabbatical. Finally, when staff have been ineffective after intensive support, they have been removed from the school. Creo maintains regular performance evaluations, and should performance issues arise, staff are offered the chance to improve through a performance improvement plan (PIP).

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

- **Indicator a:** The renewal application states that Creo has been fully staffed in order to meet all educational and operational needs, every year. Since founding, it has added one grade of at least 10 teachers each year, as well as additional personnel including Teaching Assistants, operations teammates, and a robust counseling team. They also use trusted vendors like Edtec for financial management support both for the Board and school leadership, and vendors like Littlebird and Justworks for HR and payroll services.
- **Indicator b:** As described in great detail above, the school has established many structures for frequent collaboration between teachers. The Renewal application states that the school utilizes technology for communication, including Slack, and focus groups highlighted that teachers have 160 minutes of common planning time per day.
- **Indicator c:** Focus groups indicated that staff are provided with robust professional development opportunities. Professional development every Friday, as well as four weeks before the start of the school year. The school has a specific scope and sequence they follow, and not all staff are

required to attend each professional development, ensuring it is purposeful and applicable. Staff also receives development through the Lavinia Group—providing coaching, development and support for the math team through the school year.

- **Indicator d:** As stated in the Creo’s renewal application, the school has systems to monitor and maintain our organization and instructional quality, with both weekly observation and coaching debriefs and a formal biannual evaluation process using its internally developed teacher rubric. The leadership team adjusts and refines the rubric each year, and teammates have the opportunity to self-assess before meeting with their coach and setting development goals.
- **Indicator e:** The renewal application and focus groups indicated that Creo staff have dedicated time to share feedback each week, and the leadership team then meets to respond and incorporate suggestions. Teachers are also partnered up with a staff member not on their grade level team so that they have someone they can check in with and potentially voice concerns that could make their way to the leadership team. Finally, Creo frequently surveys staff members to gauge satisfaction and solicit feedback.

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

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** During the CSO renewal site visit, leadership described how the school monitors the efficacy of contracted service providers and partners. Examples of this oversight includes the following:
 - EdTech, the financial back-office provider has an official contract in place used to guide its evaluation;
 - NYC DOE as a service provider: Creo evaluates its paraprofessionals, and some have been removed for performance-related reasons;
 - The Lavinia Group: Creo has a partnership with this consulting group, and has an annual contract in place, as well as an evaluation that looks at teacher growth, and teacher surveys regarding their support;
 - YMCA: Creo utilizes their space for its health and wellness program, and has an agreement in place; and
 - Red Rabbit: Creo has a contract in place with its third-party food provider.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets, due to the improvements made since the midterm site visit when all key design elements were not observable.

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

- **Indicator a:** In its mission statement, Creo commits to *“Building knowledge, skills, and character, Creo College Preparatory Charter School educates students to thrive in college and to assume responsibility for identifying and solving problems in our community and our world.”*
- **Indicator b:** In its original charter, Creo lists six key design elements. The key design elements being implemented by the school are described in the following paragraphs:
 - **Rigorous Academics:** While the school’s midterm site visit report stated that rigorous academics was partially implemented, rigorous academics were observed on site during the 16 classroom observations conducted by the site visit team. Class time was generally maximized for student learning.
 - **High-Quality Instruction:** While the school’s midterm site visit report stated that high-quality instruction was partially implemented, high-quality instruction was observed on site throughout the 16 classroom observations conducted by the CSO team. Teachers used assessment tools to check for understanding, differentiated lessons to meet the needs of students.
 - **Digital Literacy and Computer Science:** While the school’s midterm site visit report stated that digital literacy was partially implemented, this key design element was fully observed while on site, as well as described in the renewal application. All students take a computer science class while at Creo - students begin with an introduction to hardware and software and leave 8th grade proficient in four professional coding languages. High-tech tools are used to serve the school’s computer Science program. Computers are also offered to all students.
 - **Structured Community and Individual Support:** While the school’s midterm site visit report stated that the CSO did not have evidence of implementation of this key design element, the renewal application described multiple examples of implementing this key design element. The school day begins with social-emotional learning in Advisory, in classrooms that are clean and well-maintained, and with breakfast for students. The school’s schedule is consistent and

predictable, and every class is followed by a break to allow students and teachers to reset. The restorative team and counseling team work together to systemize proactive supports and therapeutic follow-up to reactive consequences. Every day at Creo has dedicated time for small group instruction and individual support. During this time, students get help where they need it, whether it is math fluency skills, reading intervention, additional English language acquisition support, or enrichment.

- **Every Minute Matters to Students:** While the school’s midterm site visit report stated that the CSO did not have evidence of implementation of this key design element, the Renewal application describes that Creo has maintained its extended school day and year and has added a three-week summer academy in August that serves as an “on-ramp” for the coming year. This program is focused on pre-teaching and enrichment. Our schedule is set up to make sure students’ and teachers’ time is maximized and meaningful. Creo has shared hand-signals and non-verbal cues that allow for participation and requests without timely back-and-forth. Creo students do not transition for the majority of their classes, instead having teachers come to them. Creo’s classroom routines and technology allow for “bell to bell” instruction that is well planned and engaging — with rehearsed systems that replace the need for bells.
- **Students Create Solutions and Serve Others:** While the school’s midterm site visit report stated that the CSO did not have evidence of implementation of this key design element, evidence is described in the renewal application. Creo students engage in community service projects at local soup kitchens and food pantries. They create advocacy projects in computer science and research environmental racism in science. They serve as “Principal of the Day,” arriving at school early to serve the community all day, an opportunity that is the most sought-after item in the school’s incentive program. Students have responsibility throughout the school, for classroom maintenance, to tours for prospective students, and co-creating Advisory curriculum. This school year, Creo’s first graduating students will return to serve as tutors and mentors for current Creo students.

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

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistently an Approaches due to consistent under-enrollment of ELL and ED student subgroups.

1. Element: ***Targets are met:***

- **Indicator a:** Creo maintains sufficient overall enrollment to meet the enrollment plan outlined in the school charter. In 2022-2023 the school had 345 students enrolled, which is 90 percent of the approved enrollment. The school’s enrollment of SWD is -3 percentage points below the district of location (DOL). The school’s retention rates for all students and all subgroups for 2022-2023 school year is above that of the (DOL): SWD +11, ELL +8, and ED students +11 percentage points, respectively.

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

- **Indicator a:** The school is below the DOL for ELL and ED student enrollment across all years of the charter term, and is currently, 2022-2023, -8 percentage points below for ELL and -11 for ED students.
- **Indicator b:** The school ensures that all promotional materials are available in both English and Spanish, and the school widely publicizes and explains data and their record of academic success for students with IEPs and ELL. Creo shares information about small class sizes, ICT program, intensive academic supports, foundational reading program, and a free after-school program. An example of an attempt to make a strategic improvement is that in the first two years of operation, direct mail outreach was their primary driver of interest, but that source dramatically underperformed for 2022-2023 school year. That underperformance was not addressed swiftly enough in the summer 2022, and in response Creo changed the personnel in charge of recruitment and shifted to a strategy that paired frequency and widespread canvassing with target social media posts that featured authentic content from the school.
- **Indicator c:** Creo evaluates their recruitment efforts using monthly targets and reports to the board of trustees regularly regarding progress.

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

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvement with fingerprint clearances, submitting reports on time and taking appropriate actions to correct their uncategorized and uncertified teachers.

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

- **Indicator a:** The school appears to be in compliance with applicable state and federal laws, and provisions of its charter, according to a review of the schools’ annual reports, renewal application, bylaws, and lack of notice of deficiencies. The school has an attorney on retainer to support with the adherence to all state and federal laws.
- **Indicator b:** The school’s midterm site visit report showed that the school had uncategorized and uncertified teachers in violation of Education Law §2854. During this site visit the school leader indicated that it is taking appropriate steps to ensure that uncertified teachers obtain their teacher certification by working with the NYC Charter Center to support their teachers’ pursuit of certification. The school has taken decisive action to modify their hiring process to ensure that future hires will not start work prior to receiving full clearance. To support those modifications, previous operations leaders have been terminated and a new director of operations is in place along with a chief of staff to provide additional oversight. In the midterm report the school was cited for submitting reports late. However, CSO records so no such instances of late reporting.
- **Indicator c:** During the course of the charter term, Creo has sought Board of Regents approval for an Enrollment Flexibility and is seeking approval for a conforming (technical correction) to revise its authorized enrollment number.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

CREO COLLEGE PREPARATORY CHARTER SCHOOL

BEDS Code

320700861145

2022-2023 Enrollment

345

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 7
Total Public School Enrollment of Resident Students attending Charter Schools:	38%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	5-8
Address:	524 COURTLANDT AVE, BRONX, NY, 10451
Website:	www.creoprep.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. BEN SAMUELS-KALOW
CEO Phone:	347-216-9246
CEO Email:	bsk@creoprep.org
BOT President:	MS. LAURA REYES
BOT President Phone:	347-495-2722
BOT President Email:	lreyes@creoprep.org
Institution ID:	80000090254

*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
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

CREO COLLEGE PREPARATORY CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Creo College Preparatory CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Middle School	+/- 5	Baychester MS	+5	+16	-19	.
		IS 211 John Wilson	-2	+4	-78	.
		JHS 131 Albert Einstein	+5	+20	-42	.
		JHS 144 Michelangelo	-7	+7	-8	.
		JHS 50 John D Wells	-5	-11	.	.
		Leaders of Tomorrow	+11	+18	-15	.
		MS 935	-17	+10	.	.
		MS of Media, Law and Fine Arts (The)	+17	+19	-8	.
		University Prep Charter MS	-10	+16	-39	.
	Mean	-0	+11	-30	.	
	+/- 7.5	Atmosphere Academy Public CS	-19	-9	-48	.
		Bronx Dance Academy School	-8	+19	-29	.
		Bronx Mathematics Preparatory School (The)	+7	+14	-38	.
		Catherine & Count Basie MS 72	+3	+11	-14	.
		Elijah Stroud MS	-5	+15	-13	.
		Emblaze Academy CS	+6	+16	-49	.
		Emerson School (The)	+8	+13	-9	.
		IS 192 Linden (The)	+5	+18	-17	.
		IS 61 William A Morris	+2	+15	-28	.
		JHS 218 James P Sinnott	+11	+14	-18	.
		JHS 292 Margaret S Douglas	+4	+6	-45	.
		JHS 8 Richard S Grossley	-6	+9	-34	.
		Jonas Bronck Academy	-29	-5	-80	.
		MS 113 Ronald Edmonds Learning Center	-1	+19	-20	.
		MS 301 Paul L Dunbar	+20	+24	-10	.
		MS 582	-1	+8	.	.
		MS 61 Dr Gladstone H Atwell	-5	+3	-45	.
		MS 890	-13	-2	-32	.
		Madiba Prep MS	+10	+12	-15	.
		Mott Hall Community School	+2	+15	-41	.
		Mott Hall III	-17	+7	-32	.
		New Heights MS	-3	+14	-42	.
		North Bronx School of Empowerment	+21	+20	-17	.
Parkside Preparatory Academy		-1	+10	-38	.	
Pelham Gardens MS	+2	+7	-13	.		
Poughkeepsie MS	+17	+22	-15	.		
Renaissance School of the Arts	+3	+22	.	.		
Soundview Academy for Culture and Scholarship	+11	+22	-23	.		
South Bronx Early College Academy CS	+8	+13	.	.		
Yonkers MS	+4	-1	-29	.		
Mean	+1	+12	-29	.		
+/- 10	Academy of Applied Mathematics and Technology	-3	+6	-46	.	
	Andries Hudde	+6	+20	-16	.	
	Brighton Academy	+34	+28	-1	.	
	Bronx Alliance MS	+14	+22	-10	.	
	Bronx School of Young Leaders (The)	+5	+13	-33	.	
	Brooklyn Green School (The)	-5	+16	-23	.	
	Brownsville Collaborative MS	-12	+15	-71	.	
	City Knoll MS	+8	+18	-36	.	
	College Point Collaborative	-17	+2	.	.	
	Community Action School-MS 258	-4	+10	.	.	
	East Lower School	+26	+24	.	.	
	East MS	+16	+21	-32	.	
	Esmt-IS 190	+5	+10	-25	.	
	Expeditionary Learning MS	0	+8	.	.	
	Fannie Lou Hamer MS	+14	+21	-28	.	
Fort Green Preparatory Academy	-2	+14	-48	.		

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Franklin Lower School	+29	+27	-8	.
George Washington MS	+8	+13	-26	.
Hawtree Creek MS	-22	-4	-40	.
IS 181 Pablo Casals	-18	+3	-13	.
IS 2 George L Egbert	-17	0	-49	.
IS 340	-16	0	-46	.
IS 49 Berta A Dreyfus	+7	+13	-30	.
Isaac Newton MS for Math and Science	-6	+8	.	.
JHS 118 William W Niles	-12	-5	-51	.
JHS 127 Castle Hill (The)	-6	+2	-24	.
JHS 202 Robert H Goddard	-21	-9	-55	.
JHS 226 Virgil I Grisson	+1	+10	-31	.
JHS 383 Philippa Schuyler	-16	+7	-43	.
John Ericsson MS 126	+10	+15	-38	.
KIPP Beyond CS	-25	-50	.	.
Kappa	+4	+19	-15	.
Knowledge and Power Preparatory Academy III	-7	+10	-25	.
Knowledge and Power Preparatory Academy Vi	-21	+1	.	.
Lackawanna MS	+22	+21	-16	.
Launch Expeditionary Learning CS	-1	+10	-25	.
Lawrence MS At Broadway Campus	+2	+24	.	.
Legacy School of the Arts	-1	+11	-5	.
MS 137 America's School of Heroes	-18	-5	-50	.
MS 302 Luisa Dessus Cruz	+12	+17	-14	.
MS for Art and Philosophy	-7	+8	-15	.
Mott Hall CS	+4	+7	-26	.
Mott Hall IV	-4	+15	.	.
New Millennium Bronx Academy of the Arts	+4	+25	-30	.
North Albany Academy MS	+19	+25	-3	.
Pelham Academy of Academics and Community Engag	-10	-5	-47	.
Queens United MS	-11	+2	-29	.
Restoration Academy	+17	+24	-39	.
Robert M Finley MS	-10	-8	-43	.
Ronald Edmonds Learning Center II	+7	+15	-21	.
School for Global Leaders	-3	-3	-42	.
School of Integrated Learning (The)	-17	-3	-39	.
School of the Future Brooklyn	+12	+26	-9	.
Science and Medicine MS (The)	+8	+15	-22	.
Science and Technology Academy: A Mott Hall School	-17	-20	-67	.
Urban Assembly Unison School (The)	+15	+18	-27	.
Van Siclen Community MS	+15	+21	-13	.
Vista Academy	-8	+4	-62	.
Waterside School for Leadership	-6	+3	-52	.
Whitelaw Reid Academy of Arts and Business	+4	+17	-20	.
Wilbur H Lynch Literacy Academy	+17	+22	-23	.
Mean	0	+10	-31	.
Mean	+0	+10	-30	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

CREO COLLEGE PREPARATORY 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%

Creo College Preparatory CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2021-2022	51%	22%	47%	48%	40%	14%	38%	39%
2022-2023	59%	40%	55%	58%	67%	48%	69%	64%

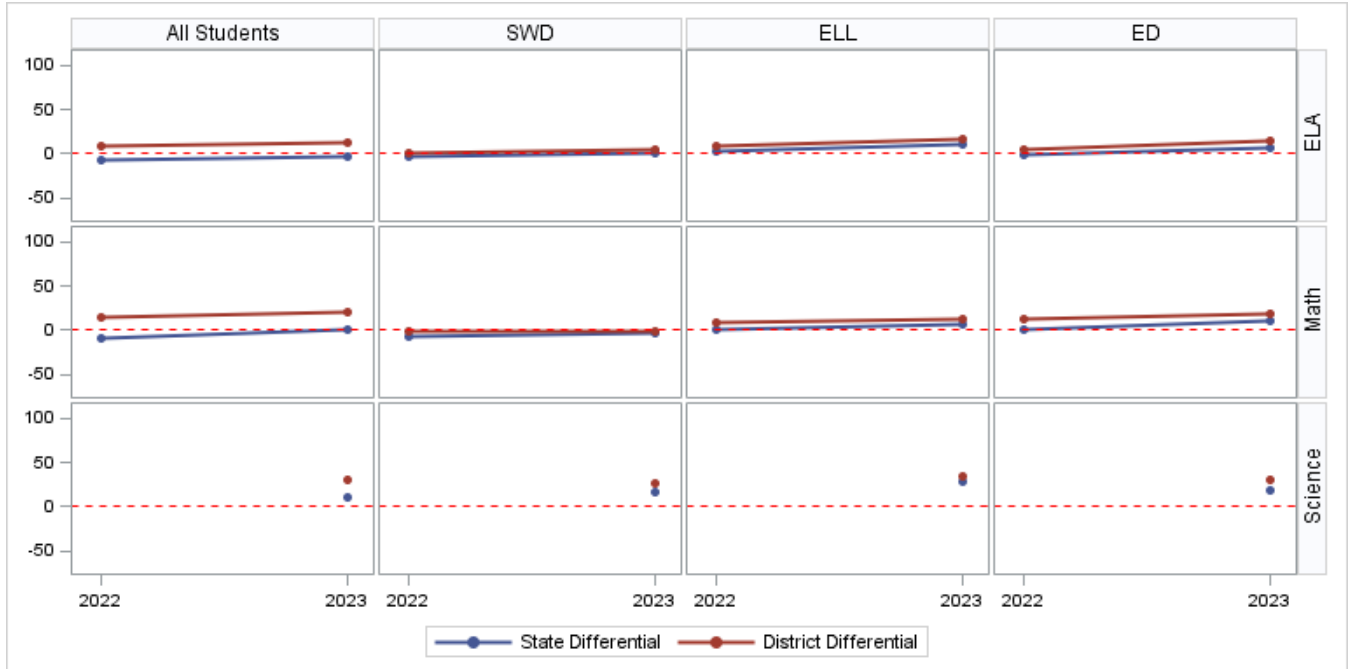
*See NOTES (2), (3), (7), and (8).

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
 Creo College Preparatory Charter School and NYC CSD 7



*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				
		Creo College Preparatory CS	NYC CSD 7	District Differential	NYS	NYS Differential	Creo College Preparatory CS	NYC CSD 7	District Differential	NYS	NYS Differential	Creo College Preparatory CS	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2021-2022	40%	32%	+8	48%	-8	28%	14%	+14	37%	-9	.	.	.	.	.
	2022-2023	46%	33%	+13	49%	-3	50%	30%	+20	49%	+1	59%	29%	+30	48%	+11
SWD	2021-2022	13%	13%	0	16%	-3	5%	6%	-1	12%	-7	.	.	.	.	.
	2022-2023	18%	14%	+4	18%	0	16%	17%	-1	20%	-4	41%	15%	+26	25%	+16
ELL	2021-2022	31%	23%	+8	29%	+2	21%	12%	+9	21%	0	.	.	.	.	.
	2022-2023	37%	21%	+16	27%	+10	36%	24%	+12	30%	+6	50%	16%	+34	22%	+28
ED	2021-2022	37%	32%	+5	38%	-1	26%	14%	+12	26%	0	.	.	.	.	.
	2022-2023	46%	32%	+14	40%	+6	48%	29%	+19	38%	+10	59%	28%	+31	40%	+19

*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				
		Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 5	2022	25%	19%	+6	38%	-13	19%	15%	+4	37%	-18	.	.	.	.	.
	2023	31%	27%	+4	45%	-14	22%	28%	-6	50%	-28	.	.	.	.	.
Grade 6	2022	44%	39%	+5	57%	-13	29%	13%	+16	39%	-10	.	.	.	.	.
	2023	28%	28%	0	46%	-18	47%	29%	+18	48%	-1	.	.	.	.	.
Grade 7	2022	48%	39%	+9	48%	0	36%	13%	+23	36%	0	.	.	.	.	.
	2023	51%	32%	+19	48%	+3	52%	31%	+21	52%	0	.	.	.	.	.
Grade 8	2023	70%	44%	+26	56%	+14	72%	30%	+42	43%	+29	59%	29%	+30	48%	+11

*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				
		Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 5	2022	.	6%	-6	11%	-11	.	8%	-8	13%	-13	.	.	.	.	.
	2023	21%	10%	+11	17%	+4	13%	16%	-3	22%	-9	.	.	.	.	.
Grade 6	2022	8%	16%	-8	22%	-14	.	5%	-5	11%	-11	.	.	.	.	.
	2023	.	12%	-12	15%	-15	5%	18%	-13	19%	-14	.	.	.	.	.
Grade 7	2022	27%	16%	+11	16%	+11	13%	6%	+7	10%	+3	.	.	.	.	.
	2023	9%	14%	-5	17%	-8	.	17%	-17	21%	-21	.	.	.	.	.
Grade 8	2023	45%	20%	+25	23%	+22	53%	15%	+38	19%	+34	41%	15%	+26	25%	+16

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 5	2022	11%	14%	-3	22%	-11	10%	15%	-5	24%	-14	.	.	.	.	.
	2023	40%	22%	+18	30%	+10	15%	22%	-7	33%	-18	.	.	.	.	.
Grade 6	2022	29%	28%	+1	37%	-8	19%	10%	+9	21%	-2	.	.	.	.	.
	2023	20%	22%	-2	26%	-6	60%	32%	+28	30%	+30	.	.	.	.	.
Grade 7	2022	44%	26%	+18	26%	+18	31%	10%	+21	18%	+13	.	.	.	.	.
	2023	36%	19%	+17	23%	+13	18%	21%	-3	30%	-12	.	.	.	.	.
Grade 8	2023	50%	21%	+29	27%	+23	60%	20%	+40	25%	+35	50%	16%	+34	22%	+28

*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				
		Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	Creo College Preparatory CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 5	2022	21%	19%	+2	27%	-6	15%	15%	0	26%	-11	.	.	.	.	.
	2023	31%	26%	+5	36%	-5	20%	27%	-7	38%	-18	.	.	.	.	.
Grade 6	2022	44%	39%	+5	47%	-3	29%	14%	+15	27%	+2	.	.	.	.	.
	2023	24%	27%	-3	36%	-12	40%	29%	+11	37%	+3	.	.	.	.	.
Grade 7	2022	43%	38%	+5	39%	+4	32%	12%	+20	25%	+7	.	.	.	.	.
	2023	51%	32%	+19	39%	+12	55%	31%	+24	41%	+14	.	.	.	.	.
Grade 8	2023	71%	44%	+27	48%	+23	71%	30%	+41	36%	+35	59%	28%	+31	40%	+19

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

CREO COLLEGE PREPARATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Creo College Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	96	90	94%
2020-2021	192	173	90%
2021-2022	288	258	90%
2022-2023	384	345	90%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Creo College Preparatory CS	NYC CSD 7	Differential to District	Creo College Preparatory CS	NYC CSD 7	Differential to District	Creo College Preparatory CS	NYC CSD 7	Differential to District
2019-2020	30%	29%	+1	19%	24%	-5	83%	96%	-13
2020-2021	29%	28%	+1	9%	26%	-17	82%	96%	-14
2021-2022	27%	29%	-2	18%	24%	-6	86%	96%	-10
2022-2023	26%	29%	-3	14%	22%	-8	84%	95%	-11

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

*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		
	Creo College Preparatory CS	NYC CSD 7	Differential to District	Creo College Preparatory CS	NYC CSD 7	Differential to District	Creo College Preparatory CS	NYC CSD 7	Differential to District	Creo College Preparatory CS	NYC CSD 7	Differential to District
2020-2021	90%	76%	+14	81%	78%	+3	88%	78%	+10	89%	76%	+13
2021-2022	89%	75%	+14	88%	77%	+11	93%	75%	+18	89%	76%	+13
2022-2023	92%	81%	+11	88%	82%	+6	89%	81%	+8	92%	81%	+11

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

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

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

Not applicable to this charter school

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

2024 NYSED Charter School Information Dashboard

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

CREO COLLEGE PREPARATORY CHARTER SCHOOL

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	-	5	5-6	5-7	5-8
Maximum Chartered Grades Served	-	5-8	5-8	5-8	5-8
Chartered Enrollment	-	96	192	288	384
Maximum Chartered Enrollment	-	480	480	480	480
Actual Enrollment	-	90	173	258	346

ASSETS

Current Assets

Cash and Cash Equivalents	-	256,739	876,617	919,000	144,306
Grants and Contracts Receivable	-	313,122	196,039	366,410	1,306,472
Prepaid Expenses	-	45,427	30,267	-	-
Other Current Assets	-	-	-	49,092	19,356
Total Current Assets	-	615,288	1,102,923	1,334,502	1,470,134

Non-Current Assets

Property, Building and Equipment, net	-	309,474	349,243	279,217	215,173
Restricted Cash	-	24,921	50,031	75,046	75,061
Security Deposits	-	39,831	39,831	39,831	39,831
Other Non-Current Assets	-	-	-	-	27,317,749
Total Non-Current Assets	-	374,226	439,105	394,094	27,647,814
Total Assets	-	989,514	1,542,028	1,728,596	29,117,948

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	65,049	77,442	158,705	280,921
Accrued Payroll and Payroll Taxes	-	81,889	158,891	247,597	333,138
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	60,677	-	-	858,614
Total Current Liabilities	-	207,615	236,333	406,302	1,472,673

Long-Term Liabilities

Deferred Rent	-	-	723,214	871,139	-
Other Long-Term Liabilities	-	77,258	-	-	27,839,047
Total Long-Term Liabilities	-	77,258	723,214	871,139	27,839,047
Total Liabilities	-	284,873	959,547	1,277,441	29,311,720

NET ASSETS

Unrestricted	-	704,641	582,481	406,155	(193,772)
Restricted	-	-	-	45,000	-
Total Net Assets	-	704,641	582,481	451,155	(193,772)
Total Liabilities and Net Assets	-	989,514	1,542,028	1,728,596	29,117,948

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg, Ed	-	1,729,725	3,270,545	5,305,365	6,813,955
State and Local Per Pupil Revenue - SPED	-	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	422,460	774,871	1,274,659	1,674,059
Federal Grants	-	902,766	250,746	705,606	1,565,092
State and City Grants	-	-	-	-	-
Other Operating Income	-	22,173	140,407	8,944	18,602
Total Operating Revenue	-	3,077,124	4,436,569	7,294,574	10,071,708

EXPENSES

Program Services

Regular Education	-	1,388,280	3,039,341	4,820,069	6,820,105
Special Education	-	293,330	691,367	1,707,188	2,645,482
Other Expenses	-	-	-	-	-
Total Program Services	-	1,681,610	3,730,708	6,527,257	9,465,587

Supporting Services

Management and General	-	1,042,860	1,061,774	967,795	1,404,538
Fundraising	-	-	-	-	-
Total Support Services	-	1,042,860	1,061,774	967,795	1,404,538
Total Expenses	-	2,724,470	4,792,482	7,495,052	10,870,125
Surplus/Deficit from Operations	-	352,654	(355,913)	(200,478)	(798,417)

SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	351,987	233,753	69,152	153,490
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	351,987	233,753	69,152	153,490
Change in Net Assets	-	704,641	(122,160)	(131,326)	(644,927)
Net Assets - Beginning of Year	-	704,641	582,481	451,155	451,155
Net Assets - End of Year	-	704,641	582,481	451,155	(193,772)

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	-	34,190	25,645	28,274	29,109
Support and Other Revenue	-	3,911	1,351	268	444
Total Revenue	-	38,101	26,996	28,542	29,553

Expenses - Per Pupil

Program Services	-	18,685	21,565	25,299	27,357
Management and General, Fundraising	-	11,587	6,137	3,751	4,059
Total Expenses	-	30,272	27,702	29,051	31,417
% of Program Services	0.0%	61.7%	77.8%	87.1%	87.1%
% of Management and Other	0.0%	38.3%	22.2%	12.9%	12.9%
% of Revenue Exceeding Expenses	0.0%	25.9%	-2.5%	-1.6%	-5.9%

FINANCIAL COMPOSITE SCORE

Composite Score	-	2.58	1.46	0.95	(0.18)
BENCHMARK and FINDING:		Strong	Strong	Adequate	Needs Monitoring
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					

WORKING CAPITAL

Net Working Capital	-	407,673	866,590	928,200	(2,539)
Working Capital (Current) Ratio	-	3.0	4.7	3.3	1.0
BENCHMARK and FINDING:		Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
Ratio should be equal to or greater than 1.2					

DEBT TO ASSET

Debt to Asset Ratio	-	0.3	0.6	0.7	1.0
BENCHMARK and FINDING:		Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
Ratio should be equal to or less than 1.0					

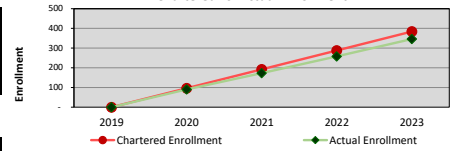
CASH POSITION

Days of Cash	-	34.4	66.8	44.8	4.8
BENCHMARK and FINDING:		Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
Ratio should be equal to or greater than 60 days					

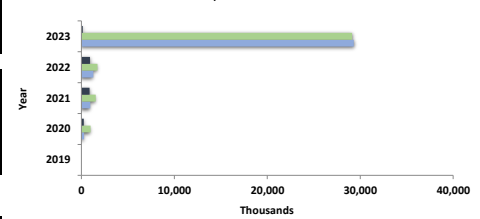
TOTAL MARGIN

Total Margin Ratio	-	0.2	(0.0)	(0.0)	(0.1)
BENCHMARK and FINDING:		Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
Ratio should be equal to or greater than 0.0					

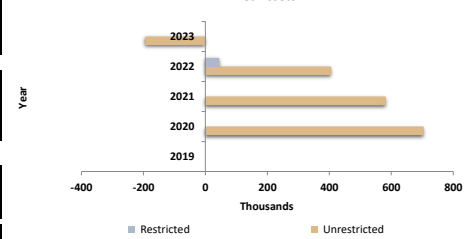
Chartered vs. Actual Enrollment



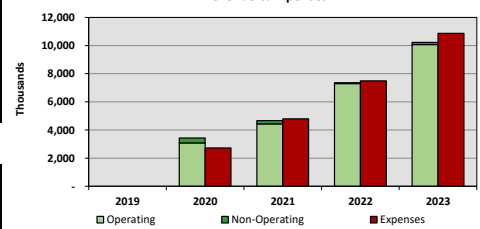
Cash, Assets and Liabilities



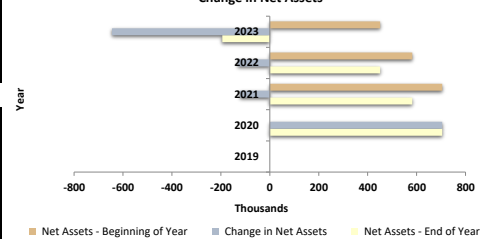
Net Assets



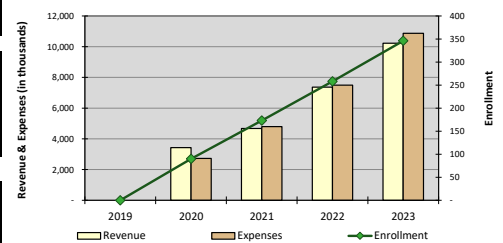
Revenue & Expenses



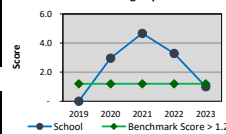
Change in Net Assets



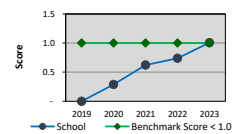
Enrollment vs. Revenue & Expenses



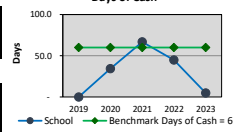
Working Capital



Debt to Asset



Days of Cash



Total Margin

