



## 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***

#### **Neighborhood Charter School: Bronx**

**Renewal Site Visit Date(s): October 23-24, 2023**  
**Date of Final Draft Site Visit Report: March 21, 2024**  
**Date of Final Site Visit Report: April 3, 2024**

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Neighborhood Charter School: Bronx
<b>Board Chair</b>	Patricia Soussloff
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 7
<b>Initial Commencement of Instruction</b>	Fall 2019
<b>Charter Term</b>	July 1, 2019 - June 30, 2024
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 5 / 410
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8 / 620
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	411 Wales Ave, Bronx, NY 10454 - Private Space
<b>Mission Statement</b>	<i>The mission of Neighborhood Charter School: Bronx (NCSB) is to provide children in the Bronx with new educational opportunities through a rigorous, comprehensive K-5 program that cultivates the intellectual, social and emotional development of each child. Our school is an inclusive community that serves high functioning children on the autism spectrum along with their neighborhood peers. Our students will become independent learners and critical thinkers, will acquire the academic skills that they need to succeed in college preparatory high schools and will exhibit the social and emotional skills that will allow them to reach their full potential.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A unique approach to school design that combines high expectations for academic proficiency and for behavior in school with a focus on social and emotional learning that will enhance learning and reduce conduct problems</li> <li>• A rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills</li> <li>• Two certified teachers in each classroom, one of whom will be a special education teacher, to allow the school to respond to the individual needs of each student</li> <li>• An intensive focus on literacy and mathematics</li> <li>• A science class daily for all grades</li> <li>• A longer school day and school year to provide more time for learning</li> <li>• An orderly and supportive school culture that allows students to focus on learning</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Visual and performing arts instruction</li> <li>• Data driven instruction</li> <li>• A specialized program of supports for ASD students</li> <li>• A strong and focused professional development program</li> <li>• A partnership with parents to make the home a center of learning</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	<ul style="list-style-type: none"> <li>• Increase its grade span to include Grades 6 through 8 to its current kindergarten through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 410 students to 620 students by year four of the renewal charter term.</li> </ul>

**Noteworthy:** As of 2023-2024, the Neighborhood Charter School: Bronx (NCSB) serves kindergarten through Grade 5 through an academically rigorous curriculum and a well-structured social and emotional curriculum, Social Thinking. The school is known to provide inclusive academic programming for students with autism spectrum disorders (ASDs). Through classroom observations, focus groups with school leadership and instructional staff, it is evident that NCSB maintains a positive rapport and school culture among staff and students that stems from high quality professional development, common understanding of expectations and goals, and support systems that are clearly integrated throughout the academic and social programming for the school.

**Renewal Outcomes:** Reference the [Board of Regents Renewal Policy](#).

**SCHOOL CHARACTERISTICS**

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	130	200	270	340	410

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>**

	<b>Year 1 2024-2025</b>	<b>Year 2 2025-2026</b>	<b>Year 3 2026-2027</b>	<b>Year 4 2027-2028</b>	<b>Year 5 2028-2029</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	480	550	620	620	620

<sup>2</sup> This proposed chart was submitted by Neighborhood Charter School: Bronx in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

## 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, 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 NCSB on October 23-24, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special populations staff, ELA team, and new teacher focus groups.

The team conducted nine classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the principal and academic directors for kindergarten - Grade 2 and Grades 3-5. 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, and CSO site visit reports and memos.

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

**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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).	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

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

## **Summary of Findings**

- Neighborhood Charter School: Bronx (NCSB) is in year five 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. A summary of those ratings is provided below.
  
- **Summary of Areas of Growth and Strengths:**  
Over the charter term, NCSB has committed to a positive academic and social culture and provides programs that facilitate the development of the culture. These programs reflect a customized curriculum designed to target both students' academic and social development, serving the needs of both general education students and students with ASDs. The school maintains a knowledgeable leadership team on curriculum and instructional functions that oversee the core tenets of the mission and charter to ensure a rigorous and flexible core curriculum is highly effective and drives the academic success for our students. NCSB creates a strong social and emotional learning program to manage and account for individual needs of students by working to empower student with skills they need to navigate school and life. NCSB continues to enroll more students with disabilities (SWD) as compared to NYC CSD 7. The leadership practices of NCSB hold every teacher to a high standard of lesson planning and implements systems through the network curricula teams and the school leadership to ensure teachers are supported with professional development, training, and throughout the planning process for positive student outcomes.
  
- **Summary of Areas in Need of Improvement:** NCSB continues to enroll fewer English language learner(s) (ELL) and economically disadvantaged students (ED) than the district of location (DOL), NYC CSD 7. While the school has adjusted its recruitment strategies to educate families and student applicants regarding services and programming it provides, the school still enrolls a smaller percentage of ELL and ED students compared to NYC CSD 7. Additionally, as of the 2022-2023 Staff Roster, NCSB has 28 teachers that are not yet certified by New York State. Although a few of the uncertified teachers have teacher certification from other states or are in year one or two of the RELAY program for certification and their master's in education, NCSB has thirteen more uncertified teachers than allowable by New York State statute.



### **Benchmark 1: Student Performance**

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

**Finding: Meets**

#### **Summative Evidence for Benchmark 1:**

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

The school's results on the 2023 NYSTP 3-8 Assessments for ELA and math were consistently above those of the district of location, +37 percentage points for ELA and +51 for math. The results were also above NYS, +20 for ELA and +30 for math. Similar results were achieved for all three subgroups, SWD, ELL, and ED students.

***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 (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to the NYSL.</li> <li>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.</li> <li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li> <li>e. The curriculum is systematically reviewed and revised.</li> </ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

### **Academic Program for Elementary School:**

- ES:
  - ELA: Common Core Learning Standards, Teachers College Reading and Writing Project, Success for All, and Lexia Phonics
  - Math: Pearson Investigations, Contexts for Learning, Cognitively Guided Instruction (CGI), and Open Up
  - Science: Amplify and New York State Learning Standards for Science
  - Social Studies: Humanities curriculum with integration of writing
  - Social and Emotional Learning (SEL): Social Thinking framework
  - Instructional staffing: All classrooms have two teachers.

### **Academic Program for Students with Disabilities and English language learners:**

- SWD:
  - ELA: iReady, small-group instruction with Level Literacy Intervention (LLI), and Success for All Phonics
  - math: iReady and small-group instruction
- ELL:
  - ELA: Tier I supports and direct support from a multilingual learner provider through push-in and pull-out services
  - math: Tier I supports and direct support from a multilingual learner provider through push-in and pull-out services

### **Summative Evidence for Benchmark 2:**

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

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

- **Indicator a:** In the renewal application, NCSB describes its documented curriculum to include for ELA units based on the Teachers College Reading and Writing Project, guided reading/reading rooms, ELA Mastery, Writing Workshop, literacy centers, and whole-class novels with literature circles (fifth grade). In focus groups, teachers and school leadership identified a Humanities curriculum (identified as the social studies and history in the renewal application) that is used to integrate social studies and writing through history-based units of study. NCSB utilizes Savvas, Context for Learning, Open-Up, and Cognitively Guided Instruction which draws on New York State Next Generation Standards for their math curricula. As noted above and through focus groups, NCSB uses the Amplify science curriculum and provides daily periods of science instruction. The curriculum is hands-on and taught by separate science teachers for all grades. Additionally, NCSB students engage in daily ancillary instruction in art, dance, music, and physical education on a rotating basis and engage in a strong social and emotional learning program that empowers students to navigate school and life through defined personal goals.
- **Indicator b:** Based on information from the renewal application, the school leadership team, and the new teacher focus groups, NCSB utilizes unit plans, which are written by content directors and coordinators at the network level and lesson plans to match the Common Core Standards with higher order thinking content. According to focus groups, the work around lesson and curriculum planning is completed during Intellectual Prep (IP) that takes place weekly with network curriculum support staff.

- **Indicator c:** According to the renewal application and the school leadership team, the NCSB curriculum is reviewed frequently to ensure horizontal alignment between classrooms within the same grade level and vertical alignment across grades. Content coordinators for kindergarten through Grade 2 and Grades 3-5 provide content coaching and utilize classroom observations, one-on-one professional development, assistance with planning, and analysis of student data to ensure alignment.
- **Indicator d:** Focus groups and the renewal application identify differentiation for a range of students. ASD students and ELL students, receive differentiated instruction through small group instruction and differentiated curriculum through instructional resources such as iReady for math and ELA, LLI, and Success for All.
- **Indicator e:** According to the renewal application, the school views curriculum tools as “living documents that are revised based on student performance, teacher feedback, student achievement data, and leadership observations.” The renewal application included a specific example about determining that Teacher’s College phonics materials were not sufficiently effective and how they adopted Success for All” to adopt a science-based approach to phonics.

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

- **Indicator a:** Classroom observations, leadership and teacher focus groups, and the renewal application indicate NCSB holds high expectations for students and teachers. Classroom observations showcased a maximization of learning time with effective transitions to multiple forms of instructional activities without issues with classroom management. Small-group instruction was evident and based on teacher focus groups, small groups were identified based on achievement data to drive instructional and grouping decisions within the classroom.
- **Indicator b:** Across nine classroom observations, student engagement was evident, with teacher support and guidance for students who demonstrated off-task behaviors. All classrooms during the site visit showcased strong classroom management strategies that aligned with social and emotional needs of students through the Social Thinking program. Through classroom observations, the co-teaching model was evident to maintain student engagement during learning.

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

- **Indicator a:** According to the renewal application and leadership focus groups, NCSB administers a comprehensive array of formative, diagnostic, and summative assessments. Formative assessments include ELA, Science, Humanities (History/ELA) end of unit assessments, and Interim Assessments. Fountas & Pinnell (K – Grade 5) and iReady are utilized for diagnostic purposes. Summative assessments include the New York State ELA, science, and math exams, Interim Assessments, and Fountas & Pinnell quarterly readings. Teacher and leadership focus groups identified that all small group instruction is based on data driven decisions for intervention and enrichment purposes to meet student needs.
- **Indicator b:** According to the renewal application and leadership focus groups, NCSB facilitates intervention at the earliest stage of need using formal and informal student data to design plans for intervention.
- **Indicator c:** Teacher focus groups indicated that instructional decisions are made in collaboration with the academic leadership to evaluate the effectiveness of the academic program, investigate the root causes of student weaknesses, and make knowledgeable decisions on adjusting lessons to meet the needs of students.

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

- **Indicator a:** According to information provided by the local CSE, Neighborhood Charter School: Bronx is very responsive to parent's needs and has provided an "open door" policy for families communicating with and visiting the school. Additionally, the school is responsive to families, advocates on their behalf, and has demonstrated empathy and support for them. The CSE indicated that the school has a thorough understanding of the specially designed instruction used to support individual learners' needs. This is evident through discussions with teachers as well as their detailed teacher reports. Neighborhood also has a strong partnership with the CSE. Communication is clear, timely and always based on a collaborative effort. The annual IEP goals are discussed during the meeting and the information from the reports is entered into SESIS by the school. One growth opportunity for the school concerns the timeliness of teacher reports, which are sometimes not provided to the CSE until the day of the IEP meeting. In addition, the school sometimes does not provide data to support its requests for testing accommodations.
- **Indicator b:** According to special student service focus, leadership, and teacher focus groups, NCSB has sufficient opportunities for instructional staff to review and monitor the progress and needs of individual students. The use of RTI, social club (ASD students), and BRIDGE services are all programs that provide support for students that stem from weekly communication between interventionists and classroom teachers.

**Benchmark 3: Culture, Climate, and Family Engagement**

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

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	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>	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>	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

**Summative Evidence for Benchmark 3:**

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

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

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy. Leadership and teacher focus groups and the renewal application indicate that NCSB implements Positive Behavioral Interventions and Supports (PBIS) evidence-based three-tiered framework and the NCS Behavior Matrix tool to meet the needs of students and academic

programming. Additionally, teachers and leadership utilize a robust Behavioral Response to Intervention (RTI) program that run parallel to the academic RTI program model. Based on the support services focus group, the assistant principals of culture and deans on site are important resources for training, coaching, and implementation of the behavior support systems in place.

- **Indicator b:** The CSO SV Team noted that the school appears safe, and according to the 2023 NYC School Family Survey, 96 percent of parents strongly agreed or agreed that their child is safe in the school. The renewal application identified that rules and norms are established at the start of every school year and are emphasized by each adult and student in the school.
- **Indicator c:** The Dignity for All Students Act (DASA) Policy on the school’s website identified the DASA coordinator and emphasized that the school “strives to create a safe and supportive environment for all community members through several measures, including abiding by the New York State Dignity for All Students Act.” According to the renewal application, NCSB maintains an environment that encourages school values “LIGHT”—learning, integrity, good citizenship, honesty, and teamwork. Each month one of the school values is highlighted along with a student that exemplifies that virtue. Additionally, classroom observations and the renewal application identified that any repeated or serious behavior is addressed with strong intervention plans for students with struggling behaviors.
- **Indicator d:** Classroom observations across grade levels and subjects showed consistency in teachers utilizing social thinking strategies and PBIS to manage classroom and academic learning. Additionally, students and teachers utilized hand signals to support classroom environments free from disruptions to maximize learning time.

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

- **Indicator a:** The renewal application and focus groups identified that there is a strong sense of communication among the families of NCSB and the teacher and leadership staff. Teachers utilize cell phone, emails, and class Dojo accounts to communicate the progress and needs of students. Additionally, teachers in K - Grade 2 utilize Seesaw accounts to post assignments and academic tasks, while Grades 3 - 5 use GoGuardian and Google Assignments to track student progress with families. The principal holds informal conversations with families once a month, and there are monthly parent association meetings where families can receive information about upcoming events and initiatives. During these meetings, the principal encourages parents to provide feedback and ask questions.
- **Indicator b:** The renewal application indicates that families receive frequent communication from NCSB about students’ strengths and needs. Parents have a PowerSchool account to track grades and student information within the NCSB student information system. Teacher focus groups discussed that teachers communicate frequently with families through phone calls and classroom newsletters. The renewal application indicated that parent attendance for conferences nears 100 percent through in-person and remote opportunities.
- **Indicator c:** The renewal application and focus groups identified that parents have multiple opportunities to provide feedback such as through family surveys, Parent Association meetings, parent forums, and principal chats. According to the NYC School Family Survey, 95 percent of parents indicated that they strongly agree or agree that the school leaders put decisions made with families into action which indicates that NCSB reviews and assesses parent feedback from various resources and forums.
- **Indicator d:** The renewal application identified that NCSB has a systematic process for addressing family or community concerns. The school solicits frequent feedback from its parent community through surveys, Parent Association meetings, and Town Halls. The primary source of feedback is

the Parent Association, and changes to uniform vendors stemmed within this space for parents to see the change they advocated. If parents have a concern, they can first address it with the school leadership, next the executive director, and further with the board of trustees.

- **Indicator e:** According to the renewal application and the leadership focus group, school-level academic performance is communicated on the school website, through newsletters, school bulletin boards, and parent workshops. Students at NCSB are cognizant of their expectations to be proficient in their learning.

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

- **Indicator a:** The renewal application indicated multiple systems in place at NCSB to support the social-emotional needs of students. There are support staff such as the two deans of culture that oversee issues associated with the social-emotional needs of students and a social worker, behavior specialist, and counselor to support students and families. The renewal application and leadership and teacher focus groups identified the social club as a program that ASD students participated in and engaged in the Social Thinking curriculum to internalize social skills that supported students' success in interpreting their environments. Additionally, the renewal application identified character-building activities and designated SEL time for social and emotional development was integrated into the students' schedule during morning meetings, choice time in the lower grades and homeroom, recess in the upper grades, through the LIGHT Squad, and monthly award ceremonies that celebrate students who embody LIGHT values such as learning, integrity, good citizenship, honesty, and teamwork.
- **Indicator b:** Focus groups and the renewal application indicated that NCSB utilized multiple systems to track social and emotional needs of students. Teachers utilized an information system called the Educator Handbook to log all behavior data. This data allowed the school to create behavior RTI plans for students' needs. Additionally, deans and the assistant principal of school culture analyze the positive points collected on Class Dojo for additional feedback and monitoring for classrooms and students.
- **Indicator c:** According to the renewal application and focus groups, the school leadership and teachers rely on Class Dojo, Educator's Handbook, and classroom observations to gauge needs. Additionally, the renewal application identified frequent collection of data on how students respond to social and emotional support. Furthermore, the school leadership leverages family connections to share feedback and assess the effectiveness of the social-emotional programming.



**Benchmark 4: Financial Condition**

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

**Finding: Meets**

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

**Summative Evidence for Benchmark 4:**

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

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

**Financial Condition**

Neighborhood Charter School: Bronx is part of the Neighborhood Charter Schools education corporation. Neighborhood Charter Schools appears to be in adequate 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. Neighborhood Charter Schools’ 2022-2023 composite score is 0.73.

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

<i>Year</i>	<i>Composite Score</i>
2018-2019	-
2019-2020	2.52
2020-2021	2.96
2021-2022	2.70
2022-2023	0.73

In July 2022, the school adopted a new accounting standard, taking on a lease liability of \$98 million, a right-of-use asset of over \$93 million, and a substantial current liability. This impacted the school’s statement of financial position and its composite score.

### **Benchmark 5: Financial Management**

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

#### **Finding: Meets**

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

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

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

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Neighborhood Charter Schools' 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.

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

- **Indicator a:** The renewal application and leadership focus group indicate that the board selects new members based on the need for a particular expertise or a connection to the community where the school is located, as well as a strong belief in the mission of NCSB. The Board contains three lawyers (whose collective areas of expertise include the New York State Charter Law, special education law and real estate law), three with backgrounds in education (including one board member who was the founding behavior specialist at NCSB and current clinical director of a Master of Science program in speech and language pathology, one member with expertise with middle school), three members with finance expertise, three with fundraising experience, one special education expert, three with non-profit management experience, and one architect with experience designing schools. The head of the Parents Association for the Bronx school, who has a child with ASD, is also an official member of the Board. Information from the board focus group suggests that the board has undergone a shift with members to ensure the expertise matches the mission and goals of the school. Additionally, the board focus group identified that an area they seek to grow in is their fundraising capacity. They are currently seeking potential new members with this expertise.
- **Indicator b:** According to board focus group and the renewal application, the Board works with the executive director (ExD) to set annual goals. Through monthly meetings, the ExD provides

academic data and presentations on various topics to keep the communication open and ensure long-term school success and student achievement. The renewal application indicated the board focused on efforts to secure a long-term lease with the facility at 411 Wales Avenue to plan for growth and facilitate the planning of additional grades.

- **Indicator c:** According to the renewal application and board focus groups, the board treasurer, finance committee, and the director of finance oversee the annual budget, the five-year projected budget, and the charter school business management. The ExD collaborates with the Accountability Committee to assess academic goals and evaluate progress. These reviews include data on student enrollment, attendance, attrition, suspensions, and student assessment results.
- **Indicator d:** The renewal application and leadership focus groups identified periodic reviews over school policies such as family handbook, financial policies and procedures manual, personal handbook, student enrollment policy, and other policies related to safety, security, and legal compliance. Board minutes and the board focus group showed that the network recently updated the Employee Handbook to be more sensitive to the needs of the staff. Based on the board focus group, the school relies on its members with background in law and on the New York City Charter School Center to provide legal counsel for changes and new policies.
- **Indicator e:** According to the renewal application, the NCSB board evaluates the ExD using the results of a 360 Review survey administered by the director of talent completed anonymously by school leaders and the ExD goals for the year. Other evaluation sources of data added to the review include academic data, conversations with campus principals, and parent satisfaction surveys. The board evaluates itself through an annual self-evaluation process based on the strategic and continuous improvement planning oversight it provides the school.
- **Indicator f:** Based on the renewal application and the board focus group, the board understands its obligations, roles, and responsibilities. Board members participate in training on how to provide effective oversight and are open to new areas of board development to meet the needs of the school and stakeholders. The board focus group identified legal expertise within the Board and that these members also serve as legal counsel for other charter school boards.

**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**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>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.</p> <p>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.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>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.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. <i>Contractual Relationships</i> □N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

**Summative Evidence for Benchmark 7:**

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

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

- **Indicator a:** According to the renewal application and focus groups, NCSB leadership includes an executive director, a principal, deans of students, and directors for curriculum and special education populations, MLL education, operations, talent and human resources, and finance. The

executive director identified that there is a shift to increased evaluation accountability and clear communication to meet the mission and goals of the school among leadership and teaching staff. The Danielson Framework will be used in the 2023-2024 academic year to monitor continual improvement with teachers along with the Marzano framework for leadership teams. The leadership staff spends extensive time before the start of the school year to provide professional development to the academic staff, and these sessions provide training around key design principles that support the ASD students, ELL populations, social and emotional learning programs, co-teaching, and student engagement. In focus groups and as indicated on the renewal application, the school identified that the operations team supports with enrollment and recruitment, financial management, and maintaining clear, well-functioning facilities.

- **Indicator b:** The renewal application identified a Board of Trustees, Executive Director, Network leadership support, and site-based leadership. Leadership and teacher focus groups identified a Network leadership team who provide programming and instructional support across the Harlem and Bronx campuses. The network support leadership team includes special populations director, ELA curriculum director, math curriculum director, science/humanities curriculum director, managing director of operations and directors of finance, HR/talent, IT and facilities. From focus groups, it was evident that many of these network support leadership team members were actively engaged with the staff through professional development and check-in/data meetings at NCSB to support its students.
- **Indicator c:** According to the renewal application and focus groups, NCSB employs multiple systems to ensure effective communication across the school and for decision-making procedures. Through weekly emails, check-in meetings, surveys, and faculty “huddles,” regular meetings between teachers, deans, coaches, coordinators, and principal provide essential information about academic performance and social-emotional well-being of the student body. The renewal application highlighted the regular communication avenues available for families through meeting with leadership, teachers, and parents to provide information about students’ performance, reading and math achievement levels, testing days, and initiatives and opportunities for parents. Leadership and board focus groups highlighted that the principal presents data monthly to the Board to communicate information on various data points such as academic and social-emotional trackers, discipline, recruitment and enrollment, family engagement, and special events.
- **Indicator d:** According to the renewal application, NCSB has strong hiring and retention practices. Recruitment pulls candidates from job fairs from Columbia Teachers College, Manhattanville College, and schools in upstate NY. Additionally, new teacher focus groups identified recruitment through Indeed. The renewal application and leadership focus groups identified a recruitment process that included video interviews, teaching demonstrations, and conferences with leadership and teacher teams. According to a new teacher focus group, teachers are given sufficient support from the site-based leadership and the network teams to feel successful during their initial years with curriculum planning and student management.

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

**Indicator a:** The renewal application and focus groups identified that the school is fully staffed and has a supportive culture for personnel to meet educational and operational needs. However, the NCSB campus currently exceeds the maximum allowable uncertified teachers. According to leadership and teacher focus groups, after completing one year of teaching at NCS Bronx, staff can pursue RELAY certification options. In addition, the NYC Charter School Center resources assist the school with certification compliance with its teaching staff.

- **Indicator b:** Focus groups identified numerous opportunities for collaboration among teachers. The Intellectual Prep (IP) and the Culture College professional development opportunities support teachers with the co-teaching model and NCSB instructional programming and site-based system. Additionally, time is built into the schedule for teachers to meet weekly and monthly to address curriculum and student needs. Furthermore, the renewal application indicates NCSB teachers utilize a ‘dynamic duo’ co-teaching approach to support with instructional engagement and planning which provides additional opportunities for collaboration among teaching staff.
- **Indicator c:** According to the renewal application and focus groups, the NCSB has a well-developed professional development program to help identify the “how” and “why” of the school’s instructional method. These offerings include the Summer Institute, year-round embedded professional development, external training and coaching, site-based observations, and goal setting opportunities. Teacher focus groups felt pleased with the level of support to understand the instructional culture of the campus and how to serve the students.
- **Indicator d:** In the past the school utilized a holistic evaluation process for staff that involved development journals. According to leadership focus groups, the ExD introduced the Danielson Framework as a structure for all teaching staff evaluations moving forward. The school is currently in the process of introducing the Danielson-based evaluation model with teachers. Additionally, the ExD brought The Marzano Focused School Leader Evaluation Model to use as an evaluation tool for school leadership.
- **Indicator e:** The renewal application and focus groups identified that the school provides Organizational Health and satisfaction surveys during the school year to understand the needs of the faculty and staff. Through the data, NCSB has made improvements to maintain the mission and student focus of the school.

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

- **Indicator a:** The board of trustees and school leadership establish effective relationships with their partners. Contracts are reviewed and awarded with clear descriptions of exactly what services will be provided, when they will be provided, and at what cost. The renewal application and leadership focus groups identified CSBM, Social Thinking, Lavinia Group, and Whitson’s Culinary Group were vetted for specific school needs.
- **Indicator b:** n/a
- **Indicator c:** According to the renewal application, “Once a contract commences, the staff member who had been deemed as the main point of contact for the service provider or partner acts in the capacity of ‘direct supervisor’. [The school] treats the performance of this person like an employee, but without the formal review system.” However, a school or network administrator periodically checks in with their service provider contacts to ensure that the companies are providing services in accordance with the stipulations of their contracts.

## 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

#### Indicators

<u>Element</u>	
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### 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:** In its mission statement, NCSB commits to provide new “educational opportunities through a rigorous, comprehensive kindergarten through Grade 5 program that cultivates the intellectual, social and emotional development of each child.” Leadership and teacher focus groups identified a common understanding of the mission statement and key design elements through various discussions on the rigorous academic and SEL programming opportunities available for NCSB students. According to the 2023 NYC School Family Survey, 97 percent of parents indicated NCSB offered a wide variety of programs, classes, and activities to promote student engagement with the school. Additionally, 100 percent of teachers and staff from the 2023 NYC School Teacher Survey indicated that the school curriculum, instruction, and learning materials are well coordinated across grade levels at NCSB. Furthermore, the board focus group indicated the Board made shifts with members to increase a commitment and alignment to the mission and the implementation of its key design elements.
- **Indicator b:** The key design elements being implemented by the school are described in the following paragraphs:
  - **Key Design Element 1:** *A unique approach to school design that combines high expectations for academic proficiency and for behavior in school with a focus on social and emotional learning that will enhance learning and reduce conduct problems.*

Based on the 2023 NYSTP 3-8 Assessments, it was evident that SWD, ELL, and ED students scored higher than their counterparts from NYC CSD 7 and New York State (NYS). The school utilizes a program called Social Thinking to help educate students on social competencies that assist with perception and response to challenging situations in a structured manner. Concepts such as thoughts and feelings, thinking with your eyes, the group plan, body in the group, whole body listening, hidden rules and expected-unexpected behaviors, smart guess, flexible and stuck thinking, size of the problem, and sharing an imagination are all tenants that are implemented in classes. Leadership focus groups identified students having a social club to help them engage in a positive manner



with one another. Additionally, the school hired a social worker to support this school key design for students. Key design element 1 is fully implemented at NCSB.

- **Key Design Element 2:** *A rigorous academic program that combines direct instruction in essential skills and factual knowledge with opportunities to develop independent learning and critical thinking skills.*

Based on the renewal application, classroom observations, and focus groups, NCSB utilizes a variety of curricula programs to develop rigorous academic programming for all students. In mathematics, students employ problem-solving strategies from Cognitively Guided Instruction (CGI) and engage in Context for Learning and Pearson Investigations in Math Workshop. In ELA, students utilize a Leveled Literacy program through Fountas and Pinnell for Guided Reading. Lavinia's Humanities curriculum provides a comprehensive ELA/History and writing experiences along with novel studies 5<sup>th</sup> grade. Students in K-2 utilize Success for All for phonics. All students receive science daily and the school utilizes Amplify science curriculum that provides hands-on learning through concepts around phenomena. Key design element 2 is fully implemented at NCSB.

- **Key Design Element 3:** *Two certified teachers in each classroom, one of whom will be a special education teacher, to allow the school to respond to the individual needs of each student.*

Classroom observations showcased a co-teaching model. Through classroom observations and leadership focus groups, the ICT classes were staffed with Special Education certified teachers. With 38 percent of the teaching staff certified, there were co-teaching teams who currently had teachers uncertified. According to the documents presented by the leadership team, enrollment in the RELAY program, out-of-state certification, alternate teacher certification programs, were among the avenues current uncertified teachers were actively pursuing to attain compliance with key design element 3. Key design element 3 is partially implemented at NCSB.

- **Key Design Element 4:** *An intensive focus on literacy and mathematics*

Classroom observations and the renewal application identified a heavy focus on literacy and mathematics in all the grades. In ELA, NCSB focuses on literacy centers, units of study based on the Teachers College Reading and Writing Project, Guided Reading, humanities curriculum through Lavinia, small group writing, whole-class novel implemented through a literature circles approach. The math at NCSB is taught through math workshops and the CGI methodology to help students critically solve mathematical problems. Key design element 4 is fully implemented at NCSB.

- **Key Design Element 5:** *A longer school day and year to provide more time for learning*

The classroom observations, focus groups, and the renewal application identified longer year and day for instructional focus. The day was extended by 90 minutes and the year is extended by 15 days. Key design element 5 is fully implemented at NCSB.

- **Key Design Element 6:** *An orderly and supportive school culture that allows students to focus on learning.*

Classroom observations along with teacher and leadership focus groups identified NCSB as a PBIS school which helps support the behavior needs that fall outside of Tier 1 intervention supports. Through classroom observations and focus groups, staff identified

students are given multiple opportunities to earn rewards and celebrations to acknowledge growth and motivate learning to set up a positive school culture. Key design element 6 is fully implemented at NCSB.

- **Key Design Element 7: *Data driven instruction***  
Focus groups and the renewal application indicate that teachers rely heavily on data to drive instructional decisions and student grouping. Based on formative and summative data points, leadership and teaching staff collaborate to provide interventions through small student groups while students who demonstrate mastery are provided with enrichment opportunities that can be mixed-aged groupings. Key design element 7 is fully implemented at NCSB.
- **Key Design Element 8: *A specialized program of supports for ASD students***  
Leadership focus groups and the renewal application indicate that NCSB is a school especially designed for high functioning students with ASD and this population of students is 36 percent of the student body. The school provides ASD programming that includes a co-teach model with at least one certified special education teacher, opportunities for students to engage in Social Thinking to build social awareness and self-regulation and participate in a Social Club led by a speech and language pathologist. Key design element 8 is fully implemented at NCSB.
- **Key Design Element 9: *A strong and focused professional development program***  
Teacher focus groups and the renewal application identify structured professional development experiences for faculty and staff at NCSB. Professional development begins with two weeks prior to the opening of the school and engages teachers with topics on ASD, Social Thinking curriculum, curriculum planning, and co-teaching training. Key design element 9 is fully implemented at NCSB.
- **Key Design Element 10: *Partnership with parents to make the home a center of learning.***  
Focus groups and the renewal application indicate that parents are welcomed into the school and participate in various activities, workshops, and meetings. There is open communication between parents and teachers. The school leadership and staff provide resources such as summer camp opportunities, training, support circles, and education for how to support their students at NCSB. Key design element 10 is fully implemented at NCSB.
- **Key Design Element 11: *Daily Science Classes***  
Classroom observations and focus groups identified that students at NCSB received science instruction daily within their instructional schedule. Teachers utilized the Amplify science curriculum and made modifications to meet the pacing and academic needs of their students. Key design element 11 is fully implemented at NCSB.
- **Key Design Element 12: *Visual and performing arts instruction***  
Focus groups and the renewal application highlighted the music, art, and dance program available to students at NCSB. The school provides opportunities for family engagement through performances and exhibitions hosted by the school. During these occasions, the Board of Trustees are invited to participate in the academic celebrations of the school. Key design element 12 is fully implemented at NCSB.

**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>	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 an increased percent of contracted enrollment from 2021-2022 to 2022-2023.

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

- **Indicator a:** NCSB maintains sufficient overall enrollment to meet the enrollment plan outlined in the school charter and is at 102 percent of their contract enrollment for 2022-2023. The maximum authorized enrollment for 2022-2023 is 340 students and the school reports an enrollment of 346 students. The school enrolled SWD at a higher rate in 2022-2023 than NYC CSD 7 by a differential of +8 percentage points. NCSB retention rates for all students, SWD, ELL, and EDs are higher than NYC CSD 7. Retention for all students is +13 percentage points above NYC CSD 7. Additionally, SWD retention is +8 percentage points above, ELL + 8 percentage points above, and ED +13 percentage points above NYC CSD 7.

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

- **Indicator a:** NCSB has consistently enrolled fewer ELL and ED students than NYC CSD 7. According to the most recent data (2022-2023), NCSB is -6 percentage points below NYS CSD 7 for ELL and -

17 percentage points below for ED students. In comparison from 2019-2020 to 2022-2023, ED enrollment at NCSB has increased +6 percentage points to 79 percent.

- **Indicator b:** NCSB provides robust recruitment efforts to attract SWD, ELL, and ED students. According to the renewal application and focus groups, the school utilized extensive recruitment strategies to meet enrollment and retention targets:
  - NCSB recruits staff members who are fluent in Spanish to accommodate language needs during recruitment efforts.
  - NCSB participates in the Common Application hosted by the NYCCSC for the New York charter schools. The application provides a wide variety of translations such as Spanish, French, Mandarin, and Russian.
  - NCSB sends mass mailings to all families with kindergarten and first grade-aged children in CSD 7, which has a high population of ED students and Spanish-speaking families.
  - NCSB mails literature about the ASD program and other special education services to all charter school social workers and psychologists in CSD 7.
  - NCSB makes visits to Head Start programs and local community organizations serving students in targeted group and conducts school tours, which are presented in English and Spanish.
  - NCSB make connections with local pre-schools serving children with disabilities to host information sessions about the school.
  - NCSB advertises across social media platforms and runs referral programs.
  
- **Indicator c:** The renewal application and leadership and board focus groups did not identify a systematic process for evaluating recruitment strategies; however, the school leadership team indicated that there is ongoing communication and reflection about the effectiveness of recruitment strategies. NCSB is open to trying new recruitment strategies to increase their ELL and ED enrollment.

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

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

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from Meets to Approaches based on concerns about teacher certification.

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

- **Indicator a:** According to the renewal application, site visits, and focus groups, NCSB has generally complied with applicable state and federal laws and the provisions of its charter. The school posts required reports, policies, schedules, and contact information on its website. As indicated in Benchmark 9, the school has not had enrollment of ELL and ED students commensurate with the DOL.
- **Indicator b:** NCSB has not received any Notices of Deficiency during the current charter term. NCSB has updated its hiring policy to preclude the hiring of staff prior to receiving clearance and has, for the most part, been successful with the implementation. Twenty-eight of the 65 teachers reported by the school on the faulty/staff roster with the 2022-2023 Annual Report do not have a current teaching certification. That is 13 more than are allowed by statute.
- **Indicator c:** While the school did not submit any requests for revisions during the current term, the school has submitted a request for expansion of grades served and enrollment with their renewal application.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

NEIGHBORHOOD CHARTER SCHOOL-BRONX

### BEDS Code

320700861137

### 2022-2023 Enrollment

346

### 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:	K-5
Address:	411 WALES AVE, BRONX, NY, 10454
Website:	www.ncschools.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. DANIEL MCCORMICK
CEO Phone:	646-943-3676
CEO Email:	dmccormick@ncschools.org
BOT President:	MS. PATRICIA J SOUSSLOFF
BOT President Phone:	917-743-7476
BOT President Email:	patriciasoussloff@mac.com
Institution ID:	80000089928

\*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:	Brandy Marshall
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

NEIGHBORHOOD CHARTER SCHOOL-BRONX

2023 3-8 Assessments; 2022 4 Year Graduations

Neighborhood CS-Bronx			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	PS 124 Silas B Dutcher	+12	+26	.	.
		PS 17 Henry D Woodworth	+31	+38	.	.
		Mean	+22	+32	.	.
	+/- 7.5	PS 17	+47	+62	.	.
		PS 219 Kennedy-King	+37	+49	.	.
		PS 380 John Wayne Elementary	+22	+34	.	.
		PS 76 William Hallet	+29	+45	.	.
		PS 82	+36	+54	.	.
		Professor Juan Bosch Public School	+21	+35	.	.
		Stanley Makowski Early Childhood Center	+43	+56	.	.
		Mean	+34	+48	.	.
	+/- 10	Beverly J Martin ES	+44	+45	.	.
		Dr George Blackman Ecc	+46	+65	.	.
		East Syracuse ES	+49	+46	.	.
		Horizon-On-The-Hudson Magnet School	+45	+58	.	.
		PS 11 Thomas Dongan School	+37	+36	.	.
		PS 13 M L Lindemeyer	+14	+33	.	.
		PS 145 Bloomingdale School (The)	+35	+36	.	.
		PS 147 Issac Remsen	+23	+48	.	.
		PS 18 Edward Bush	+47	+66	.	.
		PS 242 Young Diplomats Magnet Academy (The)	+49	+61	.	.
		PS 26 Jesse Owens	+18	+31	.	.
		PS 309 George E Wibecan Preparatory Academy (The)	+42	+58	.	.
		PS 361 East Flatbush Early Childhood School	+35	+52	.	.
		PS 46 Albert V Maniscalco	+36	+45	.	.
		PS 72 Dr William Dorney	+32	+44	.	.
		PS 75 Emily Dickinson	+16	+25	.	.
		Port Richmond School for Visionary Learning	+35	+56	.	.
	Solvay ES	+34	+40	.	.	
	Mean	+35	+47	.	.	
	Mean	+34	+46	.	.	

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEIGHBORHOOD CHARTER SCHOOL-BRONX

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

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

Neighborhood CS-Bronx	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	73%	53%	73%	73%	92%	88%	88%	92%

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

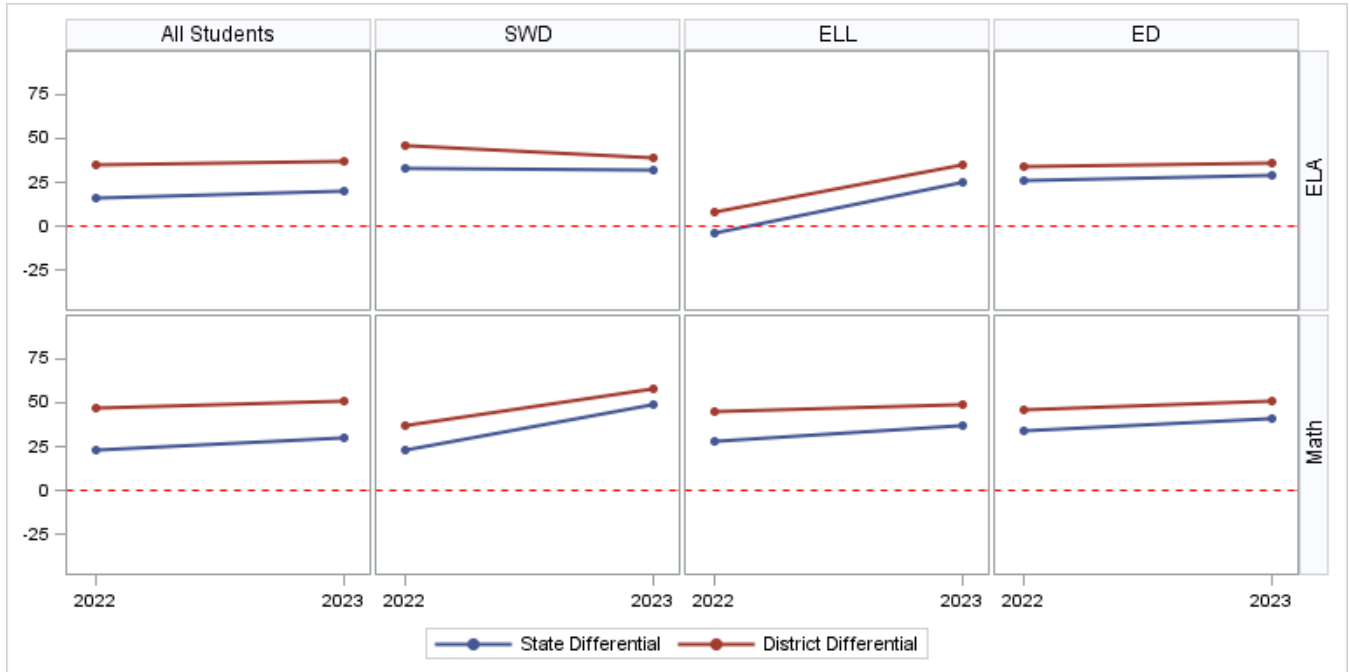


# 2024 NYSED Charter School Information Dashboard

## 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 Neighborhood CS: Bronx 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				
		Neighborhood CS-Bronx	NYC CSD 7	District Differential	NYS	NYS Differential	Neighborhood CS-Bronx	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2021-2022	62%	27%	+35	46%	+16	71%	24%	+47	48%	+23
	2022-2023	67%	30%	+37	47%	+20	84%	33%	+51	54%	+30
SWD	2021-2022	53%	7%	+46	20%	+33	47%	10%	+37	24%	+23
	2022-2023	52%	13%	+39	20%	+32	77%	19%	+58	28%	+49
ELL	2021-2022	29%	21%	+8	33%	-4	64%	19%	+45	36%	+28
	2022-2023	57%	22%	+35	32%	+25	77%	28%	+49	40%	+37
ED	2021-2022	61%	27%	+34	35%	+26	70%	24%	+46	36%	+34
	2022-2023	65%	29%	+36	36%	+29	83%	32%	+51	42%	+41

\*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				
		Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2022	62%	27%	+35	46%	+16	71%	24%	+47	48%	+23
	2023	64%	30%	+34	45%	+19	82%	36%	+46	54%	+28
Grade 4	2023	70%	30%	+40	49%	+21	86%	29%	+57	54%	+32

\*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				
		Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2022	53%	7%	+46	20%	+33	47%	10%	+37	24%	+23
	2023	58%	16%	+42	19%	+39	79%	24%	+55	29%	+50
Grade 4	2023	44%	11%	+33	21%	+23	72%	15%	+57	27%	+45

\*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				
		Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2022	29%	21%	+8	33%	-4	64%	19%	+45	36%	+28
	2023	44%	21%	+23	29%	+15	69%	33%	+36	40%	+29
Grade 4	2023	71%	22%	+49	36%	+35	87%	24%	+63	40%	+47

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

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

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	27%	+34	35%	+26	70%	24%	+46	36%	+34
	2023	59%	29%	+30	34%	+25	81%	36%	+45	42%	+39
Grade 4	2023	71%	29%	+42	38%	+33	85%	30%	+55	42%	+43

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

NEIGHBORHOOD CHARTER SCHOOL-BRONX

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Neighborhood CS-Bronx	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	-	-	-
2019-2020	130	110	85%
2020-2021	200	225	113%
2021-2022	270	265	98%
2022-2023	340	346	102%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	Neighborhood CS-Bronx	NYC CSD 7	Differential to District
2019-2020	32%	26%	+6	7%	21%	-14	73%	95%	-22
2020-2021	32%	26%	+6	1%	20%	-19	84%	96%	-12
2021-2022	38%	27%	+11	18%	22%	-4	75%	97%	-22
2022-2023	36%	28%	+8	18%	24%	-6	79%	96%	-17

\*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		
	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	Neighborhood CS-Bronx	NYC CSD 7	Differential to District	Neighborhood CS-Bronx	NYC CSD 7	Differential to District
2020-2021	83%	87%	-4	86%	87%	-1	75%	84%	-9	81%	87%	-6
2021-2022	84%	78%	+6	90%	81%	+9	100%	82%	+18	81%	79%	+2
2022-2023	95%	82%	+13	92%	84%	+8	94%	86%	+8	95%	82%	+13

\*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

## NEIGHBORHOOD CHARTER SCHOOL - BRONX

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

	2018 19	2019 20	2020 21	2021 22	2022 23
	-	K-1	K-2	K-3	K-4
	-	-	-	K-5	K-5
	-	130	200	270	340
	-	410	410	410	410
	-	110	225	265	346

### ASSETS

#### Current Assets

Cash and Cash Equivalents	-	4,273,492	5,832,544	6,494,676	8,470,526
Grants and Contracts Receivable	-	637,690	686,561	1,172,767	1,440,240
Prepaid Expenses	-	169,308	535,350	587,402	356,935
Other Current Assets	-	2,197,062	2,002,222	1,826,658	1,880,585
<b>Total Current Assets</b>	-	<b>7,277,552</b>	<b>9,056,677</b>	<b>10,081,503</b>	<b>12,148,286</b>

#### Non-Current Assets

Property, Building and Equipment, net	-	1,675,586	1,960,975	2,081,092	1,307,906
Restricted Cash	-	-	-	-	-
Security Deposits	-	2,011,401	1,783,310	1,807,118	1,788,425
Other Non-Current Assets	-	150,918	151,220	176,513	93,656,316
<b>Total Non - Current Assets</b>	-	<b>3,837,905</b>	<b>3,895,505</b>	<b>4,064,723</b>	<b>96,752,647</b>
<b>Total Assets</b>	-	<b>11,115,457</b>	<b>12,952,182</b>	<b>14,146,226</b>	<b>108,900,933</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses	-	373,586	1,049,156	792,850	1,726,609
Accrued Payroll and Payroll Taxes	-	1,626,917	1,048,615	960,200	1,003,916
Due to Related Parties	-	124,512	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	191,651	68,692	3,330	1,816,047
<b>Total Current Liabilities</b>	-	<b>2,316,666</b>	<b>2,166,463</b>	<b>1,756,380</b>	<b>4,546,572</b>

#### Long-Term Liabilities

	-	-	2,616,241	3,877,801	-
	-	1,601,207	50,346	19,212	98,060,195
	-	1,601,207	2,666,687	3,897,013	98,060,195
	-	3,917,873	4,833,150	5,653,393	102,606,767

#### Unrestricted

Unrestricted	-	7,197,584	8,119,032	8,492,833	6,294,166
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#### Restricted

Restricted	-	-	-	-	-
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#### Total Net Assets

Total Net Assets	-	7,197,584	8,119,032	8,492,833	6,294,166
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#### Total Liabilities and Net Assets

Total Liabilities and Net Assets	-	11,115,457	12,952,182	14,146,226	108,900,933
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### OPERATING REVENUE

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

State and Local Per Pupil Revenue - Reg, Ed	-	19,529,199	21,537,803	23,073,576	24,900,604
State and Local Per Pupil Revenue - SPED	-	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	2,514,620	3,114,240	3,182,046	3,594,417
Federal Grants	-	1,436,039	1,019,519	3,111,355	3,334,022
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	-	-	-
<b>Total Operating Revenue</b>	-	<b>23,479,858</b>	<b>25,671,562</b>	<b>29,366,977</b>	<b>31,829,043</b>

### EXPENSES

#### Program Services

Regular Education	-	11,012,586	10,681,545	12,195,234	16,039,557
Special Education	-	10,273,115	10,707,296	13,385,213	14,327,156
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	-	<b>21,285,701</b>	<b>21,388,841</b>	<b>25,580,447</b>	<b>30,366,713</b>

#### Supporting Services

Management and General	-	2,785,863	3,498,455	3,525,880	3,775,150
Fundraising	-	12,865	10,036	5,824	8,484
<b>Total Support Services</b>	-	<b>2,798,728</b>	<b>3,508,491</b>	<b>3,531,704</b>	<b>3,783,634</b>
<b>Total Expenses</b>	-	<b>24,084,429</b>	<b>24,897,332</b>	<b>29,112,151</b>	<b>34,150,347</b>
Surplus/Deficit from Operations	-	(604,571)	774,230	254,826	(2,321,304)

### SUPPORT AND OTHER REVENUE

Interest and Other Income  
Contributions and Grants  
Fundraising Support  
Other Support and Revenue  
Total Support and Other Revenue  
Change in Net Assets  
Net Assets - Beginning of Year  
Net Assets - End of Year

Interest and Other Income	-	111,811	17,151	38,291	114,557
Contributions and Grants	-	170,366	130,067	80,684	8,080
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	<b>282,177</b>	<b>147,218</b>	<b>118,975</b>	<b>122,637</b>
<b>Change in Net Assets</b>	-	<b>(322,394)</b>	<b>921,448</b>	<b>373,801</b>	<b>(2,198,667)</b>
<b>Net Assets - Beginning of Year</b>	-	<b>7,519,978</b>	<b>7,197,584</b>	<b>8,119,032</b>	<b>8,492,833</b>
<b>Net Assets - End of Year</b>	-	<b>7,197,584</b>	<b>8,119,032</b>	<b>8,492,833</b>	<b>6,294,166</b>

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating	-	213,453	114,096	110,819	91,991
Support and Other Revenue	-	2,565	654	449	354
<b>Total Revenue</b>	-	<b>216,019</b>	<b>114,750</b>	<b>111,268</b>	<b>92,346</b>

#### Expenses - Per Pupil

Program Services	-	193,506	95,062	96,530	87,765
Management and General, Fundraising	-	25,443	15,593	13,327	10,935
<b>Total Expenses</b>	-	<b>218,949</b>	<b>110,655</b>	<b>109,857</b>	<b>98,700</b>
% of Program Services	0.0%	88.4%	85.9%	87.9%	88.9%
% of Management and Other	0.0%	11.6%	14.1%	12.1%	11.1%
<b>% of Revenue Exceeding Expenses</b>	<b>0.0%</b>	<b>1.3%</b>	<b>3.7%</b>	<b>1.3%</b>	<b>6.4%</b>

### FINANCIAL COMPOSITE SCORE

Composite Score

Composite Score	-	2.52	2.96	2.70	0.73
	-	Strong	Strong	Strong	Needs Monitoring

### WORKING CAPITAL

Net Working Capital  
Working Capital (Current) Ratio  
**BENCHMARK and FINDING:**  
Ratio should be equal to or greater than 1.2

Net Working Capital	-	4,960,886	6,890,214	8,325,123	7,601,714
Working Capital (Current) Ratio	-	3.1	4.2	5.7	2.7
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

Debt to Asset Ratio  
**BENCHMARK and FINDING:**  
Ratio should be equal to or less than 1.0

Debt to Asset Ratio	-	0.4	0.4	0.4	0.9
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

Days of Cash  
**BENCHMARK and FINDING:**  
Ratio should be equal to or greater than 60 days

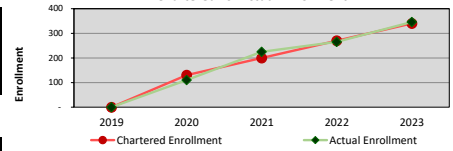
Days of Cash	-	64.8	85.5	81.4	90.5
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### TOTAL MARGIN

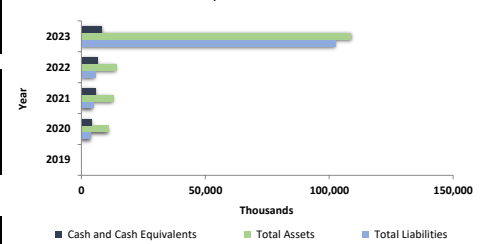
Total Margin Ratio  
**BENCHMARK and FINDING:**  
Ratio should be equal to or greater than 0.0

Total Margin Ratio	-	(0.0)	0.0	0.0	(0.1)
<b>BENCHMARK and FINDING:</b>	-	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard

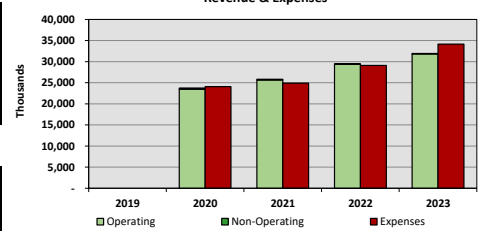
### Chartered vs. Actual Enrollment



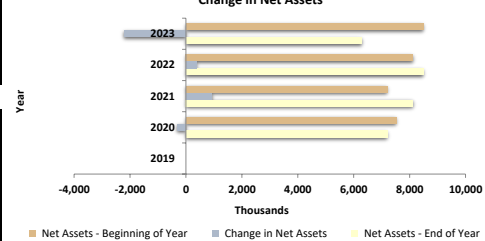
### Cash, Assets and Liabilities



### Revenue & Expenses



### Change in Net Assets



### Enrollment vs. Revenue & Expenses

