



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

The New American Academy Charter School

Renewal Site Visit Dates: December 18-19, 2024
Date of Final Draft Site Visit Report: March 13, 2025
Date of Final Site Visit Report: March 21, 2025

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	The New American Academy Charter School (TNAACS)
Board Chair	Varleton McDonald
District of Location	New York City (NYC) Community School District (CSD) 18
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Term: September 3, 2013 – June 30, 2018 • First Renewal Term: July 1, 2018 – June 30, 2020 • Second Renewal Term: July 1, 2020 – June 30, 2023 • Third Renewal Term: July 1, 2023 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5 / 330 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5 / 330 students
Comprehensive Management Service Provider	None
Facilities	9301 Ave. B, Brooklyn, NY 11236 – Public Space
Mission Statement	<i>The New American Academy Charter School builds strong relationships and creates an engaging community of lifelong learners.</i>
Key Design Elements	<ul style="list-style-type: none"> • Multi-Person Teaching Teams Based on Student Enrollment • Embedded Director of Teaching and Learning for Grades K/1, 2/3, and 4/5 • Looping cycles • Mastery-Based Career Ladder • Multi-Dimensional Teacher Evaluation System • Lower Student to Instructional Staff Ratio • Multi-Week Differentiated Summer Training Program • Six-Step Hiring Process
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Innovative and Noteworthy Programs: The New American Academy Charter School (TNAACS) key design elements (KDEs) set it apart from traditional elementary schools. The school is also characterized by its HEARTS (humility, empowerment, aspiration, responsibility, teamwork, scholarship) values, which are embedded into the fabric of the school.

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

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal based on its educational success. However, the school may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2023 to 2024	Year 2 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 5
Total Approved Enrollment	370	330

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5	K – Grade 5
Total Proposed Enrollment	330	330	330	330	330

METHODOLOGY

Purpose of the Renewal Report

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

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

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

² This proposed chart was submitted by the New American Academy Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

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 TNAACS on December 18-19, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, student support team, teachers, and student council focus groups.

The team conducted eleven classroom observations in K – Grade 5. The observations were approximately 15 minutes in length and conducted jointly with the principal, assistant principal, and directors of teaching and learning (DTL). 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 [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the 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 2019 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
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- TNAACS is in year twelve of operation and serves students in K – Grade 5. During its current charter term, the school is rated in the following manner: eight “Meets” and two “Approaches.” A summary of those ratings is provided below.
- **Strengths:** TNAACS encourages social-emotional health through schoolwide implementation of its unique HEARTS curriculum. The school’s attention to instructional coaching has led to growth in its math scores during the charter term. Positive, supportive relationships among stakeholders yield high teacher retention.
- **Challenges:** Although the school’s total enrollment has increased over the last three years, the school continues to struggle to meet its contracted enrollment. As a result, TNAACS gained approval to decrease its contracted enrollment from 370 to 330 for the 2024-2025 school year. TNAACS also continues to under-enroll English language learners (ELL) and economically disadvantaged (ED) students as compared to the district of location (DOL), NYC CSD 18.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to consistent improvement of proficiency and trending/growth rates as evidenced by the school’s performance on the 2023 and 2024 New York State Testing Program (NYSTP) 3-8 assessments in English language arts (ELA) and math.

TNAACS has made notable improvements in ELA and math proficiency rates over the course of the charter term. ELA district differentials have increased from -3 percentage points below the DOL in 2021-2022 to +6 percentage points above the DOL in 2023-2024. Likewise, the math assessment proficiency rate was -17 percentage points below the DOL in 2021-2022 and +8 percentage points above the DOL in 2023-2024. The students at TNAACS also outperformed the DOL in science with an improvement from -8 percentage points below the DOL in 2021-2022 to +11 percentage points above the DOL in 2023-2024. The NYSTP 3-8 results for 2023-2024 also showed TNAACS outperforming NYS in ELA, math, and science by +3, +9, and +1 percentage points, respectively. Most notably, the students with disabilities (SWD) subgroup outperformed both the DOL and NYS in math by +35 percentage points.

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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- ES:
 - *TERC Investigations 3*
 - *Amplify Core Knowledge Language Arts Curriculum (CKLA)*
 - *Project Lead the Way (PLTW)*
 - Teacher developed interdisciplinary units are used for science and social studies.
 - School-created “HEARTS” curriculum for social-emotional learning.

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWD:
 - Curriculum based interventions
 - *iReady*
- ELL:
 - Stand-alone ELL classes

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** TNAACS has a documented curriculum that is aligned to current New York State Learning Standards (NYSLs). As described in the renewal application and confirmed during conversations with school leaders, teacher teams are trained on research-based curriculums such as *TERC Investigations 3*, *Amplify Core Knowledge Language Arts* curriculum, and *Project Lead the Way*. The school has developed a comprehensive schoolwide scope and sequence document which addresses all subjects and grade levels including the HEARTS social-emotional learning curriculum. This also provides pacing throughout the year for the teachers.
- **Indicator b:** The curriculum at TNAACS is aligned horizontally across classrooms at the same grade level. Teachers in a focus group stated they work on alignment during the daily 90-minute morning team meetings. These meetings are an opportunity for teachers to support one another with discussion of best practices and common assessments. School leaders mentioned that vertical alignment across grade levels is maintained through the oversight of multi-grade DTL, multi-year teaching cycles, and curriculum mapping.
- **Indicator c:** The school’s renewal application describes the use of *iReady* for differentiated curriculum. In focus groups, leadership and teachers confirmed this and additionally described the use of curriculum-based differentiation tools such as audio books and enrichment activities. Teachers in a focus group also described the increased use of visuals and translated materials for ELL as needed.

- **Indicator d:** The ELA and math curriculum are systematically reviewed at the end of every school year, updating the scope and sequence for the following year. Leadership focus group members stated that teachers “unpack” and review new units and assessments together prior to instruction during the year, as well. Curricular revisions are based on students’ needs and teacher input. Over the summer, teachers aligned *Project Lead the Way* with *Amplify*, ensuring alignment of topics across grade levels.

2. Element: **Instruction:**

- **Indicator a:** The school staff has a shared understanding of high-quality instruction that supports all learners. Both the leadership and teacher focus groups described schoolwide monthly instructional goals as well as individual goals based on teacher needs. The renewal application describes a framework for high quality instruction defined and evaluated by the Safety, Objectives, Teaching, Engagement, Learning (SOTEL). During a focus group, leadership described the elements of the framework and described story problem protocols, Kagan strategies, and normed writing rubrics as commonly shared instructional strategies. Observed instructional practices aligned to this understanding. The CSO site visit team observed classrooms with routines in place, lesson objectives posted and shared, and skilled teaching that included student engagement strategies such as turn and talk, and specific feedback. The student council focus group noted that teachers have high expectations that will help students succeed in the future.
- **Indicator b:** The CSO site visit team observed instructional delivery that fostered engagement with all students. During observations, the site visit team noted student engagement evidenced by practices such as turn and talk, hand signal responses, acting out vocabulary, and hands on activities. In one classroom, a student was observed encouraging a classmate to participate in tapping out phonemes. The leadership focus group emphasized that while engagement may vary across classrooms, it remains a key focus in teacher observations. Lessons and resources are shared across the school via Google Drive, promoting transparency and instructional norms across the school. Student focus group members noted that “turn and talk” is used frequently during math story problems and students often have the opportunity to discuss their learning.
- **Indicator c:** The school differentiates instruction to ensure equity and access for all students. During observations of a special education teacher support services (SETTSS) class, school leadership stressed that access to curriculum is the focus. Because teachers have a multi-year relationship with their students, they can easily tailor their instructional delivery to best meet the needs of each student. Teacher focus group members described differentiation strategies such as sensory differentiation (e.g., alternative seating, fidgets) and small group targeted instruction. For ELL students, teachers mentioned implementing visual cues, translations in home languages, partner work, and using resources from other grades, available in the schoolwide shared Google Drive.
- **Indicator d:** Professional development opportunities at TNAACS vary based on teacher need and experience. The school’s KDEs outline a multi-week differentiated training program for teachers. Focus groups confirmed teachers have received training for using *iReady* and *PLTW* and take part in ongoing instructional coaching from the Lavinia Group. Originally hired to assist teachers with instruction in math, the coach now supports ELA as well. Teacher focus group members noted that professional development is available throughout the year, and the school actively supports additional learning opportunities for teachers who seek them. These opportunities are then shared with other staff through a turnkey approach. Teachers in a focus group mentioned wanting more training on the science of reading, as their *Amplify* curriculum is rooted in this approach. The Professional Development Committee agendas submitted to the CSO team outline training

on various topics, including Kagan strategies, behavior management, *Responsive Classroom*, science and social studies standards, and vocabulary instruction.

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

- **Indicator a:** The TNAACS renewal application states, and leadership, student support team (SST), and teacher focus groups confirmed, the *iReady* diagnostic assessment system, *mCLASS* universal screener, *TERC Investigations 3*, and *SAVVAS Realize Math* assessments are among the formative, diagnostic, and summative assessments used to make instructional and programmatic decisions at TNAACS. A school assessment calendar guides teachers and staff on the timing of these assessments throughout the school year.
- **Indicator b:** The school uses qualitative and quantitative data, including student work, classroom observations, curriculum-based assessment data, standardized test scores, and progress monitoring tools to inform instruction and improve student outcomes as described in the renewal application and observed during the site visit. The renewal application and leadership in a focus group reported that TNAACS also utilizes *iReady* lessons, which are based on individual diagnostic results, to help close learning gaps and improve student outcomes.
- **Indicator c:** The school uses both qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. The leadership team outlined how the director of data meets with teaching teams to monitor student progress and program success. Teachers and leaders review the comprehensive curriculum and pacing documents and make changes as needed for individual students or grade levels. During the site visit, leadership described a need for focused academic support for Grade 2. The DTL closely review lesson plans and data to ensure the program is meeting the needs of those students.
- **Indicator d:** In addition to the previously mentioned formative and summative assessments, NYSTP Grade 3 – 8 assessments, classroom observations, progress monitoring, individualized learning plans, and stakeholder input are the multiple measures used to assess student progress toward State learning standards. The TNAACS teacher observation form, provided by the leadership focus group, indicates that teachers are evaluated on their “knowledge of how students learn and differences in learning are evident through planning (scaffolds, different types of engagement strategies).”

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

- **Indicator a:** The renewal application states TNAACS follows a NYSED approved identification process for SWD beginning with intervention strategies as part of their multi-tiered system of support to address academic and/or behavioral needs quickly and systematically. Teachers and SST members access a log to track interventions as well as keep anecdotal notes. Parents participate in the decision-making process regarding interventions for their child. During the SST focus group conversation, participants described weekly meetings for teachers of SWD and ELL students. The renewal application described, and leadership confirmed that ELL students are identified using a home language questionnaire. The ELL teacher conducts interviews with students and their families for whom English is not their primary language. If necessary, students are then administered the New York State Identification Test for English Language Learners (NYSITELL) for initial ELL identification. Based on results of that assessment, ELL services are implemented for the student.
- **Indicator b:** The CSO site visit team observed comprehensive supports to meet the academic needs of all students through various approaches, including pull-out and push-in services, small group interventions, data-driven progress monitoring, and special educators embedded within

teaching teams, in addition to traditional supports for struggling learners. ELL students receive academic assistance through targeted instructional strategies and modifications implemented by English as a new language (ENL) teachers, such as vocabulary development programs and visual aid scaffolds. During the site visit, the CSO team observed highly skilled teaching during small group instruction with ELL within the classroom as well as during stand-alone instruction.

- **Indicator c:** According to teacher and SST focus group members, teachers frequently meet to monitor the progress of individual students. Communication between interventionists and classroom teachers occurs during daily 90-minute meeting blocks in addition to weekly meetings with ENL and special education teachers. There is also a formally structured anecdotal log that all teachers, interventionists, and leaders access to track student progress. Teachers and leaders also described weekly teacher team data meetings.

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

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</i>
2. <i>Behavior Management and Safety</i>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: *Measures of Culture, Climate, and Student Engagement:*

- **Indicator a:** According to the teacher and SST focus groups, the assistant principal manages procedures to address chronic absenteeism. The school’s operations associate reviews student attendance daily and makes phone calls to families when a student is absent. If a student is absent more than five times the school also sends a letter home. The SST reviews absences and offers families supports such as transportation, afterschool care, medical documentation, and family meetings to help families overcome attendance-related challenges.
- **Indicator b:** The school has proactive practices built into its culture to help address out-of-school suspension rates. The school’s looping model facilitates multi-year relationship building between teachers and students across all grade levels. The school’s renewal application outlines, and the CSO site visit team observed, HEARTS social-emotional classes and implementation of positive behavioral intervention and supports (PBIS). The SST focus group described the role of the crisis support team in providing skilled de-escalation and crisis intervention as needed.
- **Indicator c:** The school uses the NYC School Survey to solicit feedback from parents and teachers to evaluate school climate and culture. The 2024 NYC School Survey received responses from 135 parents and 11 teachers. The SST administers student pre- and post-assessment surveys to students during Tier 2 counseling groups.

2. Element: *Behavior Management and Safety:*

- **Indicator a:** In addition to relationship building and other proactive approaches to discipline described above, the school’s discipline policy, which is shared with families and can be located on the school’s website, clearly defines progressive infraction levels and consequences. The school’s three-tier model of discipline defines responses as directed by teachers, SST, or principal and assistant principal. Parents in a focus group described immediate and consistent responses to student behavior as well as satisfaction with the school’s approach to social-emotional development.
- **Indicator b:** The school’s tiered approach to behavioral interventions is outlined in its code of conduct. The proactive management strategies described above combined with support from the crisis response team, behavior specialist, and counseling groups, contribute to students’ social-emotional development.
- **Indicator c:** The parent focus group reported that the building is safe and co-location is smoothly operated. At the time of the site visit, the CSO team was asked for identification by school safety personnel and issued visitor passes. No unsafe behavior was observed during the two-day site visit.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. The school’s Dignity for All Students Act (DASA) policy is located on the school’s website and identifies the school counselor as the coordinator. Although the SST focus group members indicated they are all DASA trained, staff were unable to identify the DASA coordinator. Students in a focus group indicated they do not feel bullied at school and described

the four stages of bullying learned in their HEARTS classes. The school also holds a “Respect for All” week and anti-bullying assembly in October each year, explicitly addressing bullying and its disciplinary consequences.

- **Indicator e:** Classroom environments at TNAACS are conducive to learning and generally free from disruption. During classroom observations, the CSO team observed effective de-escalation of a potentially disruptive student, allowing the classroom teacher to continue with the lesson. Student council focus group members reiterated how nice their teachers are and that every student is uniquely known and treated in a special way.

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

- **Indicator a:** Teacher focus group members discussed schoolwide use of the ClassDojo app, which translates into over 130 languages, for communication with parents in their preferred language. Teachers use this platform daily to convey information to families regarding student progress and needs in addition to important announcements and reminders. TNAACS holds parent conferences twice a year to discuss students’ academic and social-emotional progress and distribute report cards. SST focus group participants stated they use staff members or a phone translation line to provide information in preferred languages when needed. Parent focus group members stated that they receive frequent updates on their child’s progress, with translation if necessary, and feel the school has an open door policy with immediate responses to inquiries.
- **Indicator b:** The school’s student and family engagement coordinator is the primary point of contact for families and communicates with families through a weekly email in English and Spanish. Families are encouraged to become part of the school community through curriculum celebrations, curriculum nights, monthly virtual parent forums, monthly virtual story times with the principal, and other school events like Culture Day, Movie Night, or Small Business Showcase. Parent focus group members voiced their satisfaction with parent engagement and described being able to come into the school to see what students are learning at the end of each curriculum unit. The school also utilizes newsletters and social media posts, including an TNAACS alumni Instagram where the school celebrates the achievements of graduates. During the site visit, a member of student council shared the school’s student created newsletter. The CSO site visit team also observed parents visiting classrooms to assist in holiday cookie decorating.
- **Indicator c:** TNAACS assesses family satisfaction using surveys, attendance at school events, and through daily communication. The 2024 NYC School Survey for parents is evidence of the satisfaction of TNAACS families. The percent of favorable responses across all categories ranged from 91 percent to 96 percent.
- **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. According to the renewal application, parents must first meet with the classroom teacher or DTL. If the issue is not satisfactorily resolved, step two involves a meeting with the principal or assistant principal. Finally, if the concern is still unresolved, the issue can be sent to the board or the NYSED CSO. The school’s NYSED approved complaint policy, which is shared with parents in the family handbook and located on the school website, clearly describes the procedure for submitting formal and informal complaints. Parent focus group participants describe the school as having an open-door policy where they feel comfortable contacting teachers or school leadership if a problem arises.
- **Indicator e:** TNAACS shares its NYS school report card data with parents and the broader school community through a link on its website. The school’s annual report and board meeting minutes, both publicly posted, are also vehicles for sharing academic data with the broader school community. This promotes transparency and accountability by ensuring data is publicly accessible

for all stakeholders to review. Leadership noted that the school's academic data, compared to its DOL, is used as a recruitment tool by the Outreach Committee.

- **Indicator f:** TNAACs posts a link to the school's NYS report card on its website. This was verified by the site visit team at the time of the visit. This link shows NYS exam participation rates compared to the State.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** TNAACS supports the social-emotional and mental health needs of its students through its unique systems, programs, and curriculum. As described in focus groups and observed during the site visit, the HEARTS values and social-emotional classes complement teacher instruction and trauma-informed practices. Parent and leaders in focus groups described small group counseling that is available for any student. The SST focus group participants described how the behavior support specialist assists teachers and students with behavior management plans. TNAACS promotes social-emotional health through its Kindness Challenge and Respect for All programs, according to the renewal application. Both parent and SST focus groups commented on how HEARTS lessons positively impact families.
- **Indicator b:** School leaders in a focus group indicated that TNAACS utilizes a universal screener for all students that is based on counseling standards and filled out by teachers three times a year. Students also complete pre- and post-assessment surveys for counseling groups. School support staff meet monthly to discuss screener data. School leadership also shared a spreadsheet used to track all behavior plans.
- **Indicator c:** School leaders and SST focus group participants described how TNAACS collects and uses data to track the impact of social-emotional initiatives on all students in the school. The SST uses data from HEARTS classes to inform student placement in small group counseling sessions or develop behavioral intervention plans. Anecdotal records are shared among stakeholders in a spreadsheet to monitor student progress.
- **Indicator d:** As described in the renewal application and confirmed in leadership and teacher focus groups, the school provides staff with professional development during multi-week summer training as well as throughout the school year. The professional learning schedule is developed by teachers in a committee and based on observation data and teacher feedback. These sessions include a focus on trauma-informed instruction and responsive classrooms, as well as training on mandated reporting and suicidal ideation.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. In the teacher focus group, staff members correctly identified the McKinney-Vento coordinator as the supervising guidance counselor. The SST team supports families eligible for McKinney-Vento supports. The coordinator checks in with qualified families to determine the best ways to support the family including busing, uniform scholarships, and after-school care, for example.

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 remained consistent as “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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

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

Financial Condition

The New American Academy Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. The New American Academy Charter School’s 2023-2024 composite score is 2.59.

Composite Scores 2019-2020 to 2023-2024

<i>Year</i>	<i>Composite Score</i>
2019-2020	2.81
2020-2021	3.00
2021-2022	2.68
2022-2023	3.00
2023-2024	2.59

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 remained consistent as “Meets.”

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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 The New American Academy Charter School’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.</p> <p>c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.</p> <p>d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from "Approaches" to "Meets" due to the addition of new board members and the identification of a treasurer.

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

- **Indicator a:** According to board members in a focus group, the board uses evaluation resources from the Board on Track platform as well as criteria developed in alignment with the Charter School Performance Framework benchmarks to evaluate itself and the school leader. The board analyzes the results of both evaluations at the annual retreat and develops actionable goals and

next steps for themselves. The school leader also completes an annual self-assessment. The board and school leader work collaboratively to review the self-assessment and set goals for the next year.

- **Indicator b:** The board has been actively recruiting, particularly for the Finance Committee and the treasurer position, which has been filled. The CSO has approved two board applications since the midterm site visit, resulting in an eight-member board. All new board members go through an interview and onboarding process, which includes a rubric developed by the board. During the focus group, board members spoke about the flexible and multi-talented members who bring different perspectives to the organization. The current board has experience and expertise in teaching, equity consulting, educational leadership, finance, human resources, and educational management.
- **Indicator c:** The renewal application states, and CSO review of board meeting minutes confirmed, that board meetings are structured to allow all members to engage in strategic and continuous improvement planning by setting goals that are aligned with the school's mission and educational philosophy. Monthly meetings are structured and broken down by topics including finance, data, education, and committees. During the board focus group conversation, members described the Academic Excellence Committee, which was established in the 2023-2024 school year and meets once a month with the DTL, vice principal, and director of data, focusing on either ELA or math on a rotating basis. The director of data provides information on attendance, enrollment, suspensions, and reading scores. The director of data also meets with the Finance Committee twice a month to review credit card statements, address questions of the larger board, and address audit concerns as they arise. The board is particularly interested in ensuring the systematization of Lavinia instructional coaching for a continued long-term impact on student learning.
- **Indicator d:** As evidenced by review of the board meeting minutes and the strategic planning document, the board engages in strategic and continuous improvement planning. The goals in the planning document cover topics related to the school's budget, new member onboarding, and the review of data on student achievement, which are discussed at every board meeting.
- **Indicator e:** The board regularly updates school policies when needed and receives NYSED approval prior to policy implementation as evidenced by its record of approved changes to its organizational chart, KDEs, and other aspects of its charter.
- **Indicator f:** In the board focus group, members cited specific webinars they attended for professional development, including recruitment, chief executive officer (CEO) evaluation, governance, and sound financial oversight. When developing the Academic Excellence Committee, members attended a beneficial webinar about how to divide work between committees.
- **Indicator g:** The board demonstrates full awareness of its governance role, legal obligations to the school and stakeholders, and requirements of the school's charter. During this charter term the board added two new members, identified a treasurer, and formed an Academic Excellence Committee that meets with school leaders to analyze student data and set goals. The board regularly monitors finances and is actively working on strategies to increase enrollment.
- **Indicator h:** The board is familiar with the NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. CSO team members reviewed the board's strategic planning document, where every aspect of the school's governance is tied to performance standards. CSO review of board meeting minutes provided evidence that this document is referenced at board meetings and is a focus during the board's annual retreat.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

Element

Indicators

3. *Contractual Relationships (if applicable)*

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** During leadership focus group conversations, it was evident that the school is effectively led by the Educational Leadership Team (ELT), which is comprised of the principal, assistant principal, DTL, director of finance, and the director of student support systems. Members of the ELT were able to clearly articulate their roles and how they collaborate to uphold the mission and KDEs. According to the leadership and board focus groups, the principal, who attends all board meetings, serves as the liaison between the ELT and board. The principal, and occasionally board members, share the board’s goals with the staff during check-in meetings.
- **Indicator b:** The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. According to the renewal application, school norms, procedures, and other valuable information are introduced at the multi-week differentiated summer training and reinforced through weekly ELT meetings, daily 90-minute team meetings, weekly staff check-in meetings, and school newsletters. These communication systems were confirmed during leadership, staff, and parent focus groups, and a review of school newsletters by CSO site visit members. Teacher and SST focus groups commented on frequent, informal exchanges of information between staff members that also enhance the effectiveness of the school. TNAACS has 11 school committees, encompassing the areas of compensation, professional development, culture, onboarding, school calendar, outreach, student enrichment, alumni, finance, instruction, and assessment. Through these committees, teachers help to establish school policies. The board communicates progress and goals at monthly board meetings, and students’ academic and social-emotional progress is shared with parents at parent conferences and as needed throughout the school year.
- **Indicator c:** School leadership in a focus group indicated that the school is fully staffed. The renewal application describes a rigorous recruitment and hiring system. The school successfully recruits new staff through local hiring fairs, job websites, and the NYC Charter Center. Candidates move through a multi-step interview process including a phone interview, demonstration lesson, role play, reflective essay, and student work analysis. During leadership, SST, teacher, and board focus groups, the CSO site visit team learned that the school has several founding teachers and six of the seven school leaders have been with TNAACS for over ten years. Leadership focus group members indicated that retention was similar among non-teaching staff. When ineffective staff members must be removed, members of the ELT implement a corrective action plan, resulting in either improvement of deficiencies or termination.
- **Indicator d:** School leaders are familiar with the NYSED Charter School Performance Framework benchmarks. Leadership focus group members shared school-developed spreadsheets aligned to these benchmarks that are used to plan and track the progress toward instructional goals, student achievement, enrollment, and staff feedback.

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

- **Indicator a:** The renewal application clearly describes the roles and responsibilities for leaders, staff, management, and the board of trustees. During focus group conversations with the ELT and teachers, participants were able to describe their roles and responsibilities. Teachers described varying levels of responsibility that come with their ability to move from apprentice through master teacher and finally to partner teacher.
- **Indicator b:** The ELT works with teachers to ensure they have the requisite skills and expertise to meet all students' needs, including students in subgroups. During the site visit, the DTL accompanied the CSO site visit team during classroom observations and described the support they provide for teachers, which includes review of lesson plans, modeling, observations, development of individualized professional learning plans, and instructional coaching. Professional development is offered in August each year and periodically throughout the school year at TNAACS. Leadership focus group members indicated that although they are in compliance with certification requirements, leadership meets with uncertified teachers every two months to discuss progress toward certification. According to school leadership, teaching assistants are supported and evaluated by the grade level DTL.
- **Indicator c:** The school is fully staffed with personnel who are able to meet all operational needs. According to the organizational chart submitted in the renewal application and observed during the site visit, the school employs a principal, vice principal, director of data and finance, director of special education and SST, three DTL who each supervise and support a two-year grade band, teachers, school aides, student and family engagement coordinator, and an operations team.
- **Indicator d:** The CSO site visit team review of the school schedule and conversations with leadership, teacher, and SST focus groups all confirmed that TNAACS has embedded opportunities for collaboration within its schedule. Teacher committees, 90-minute daily team time, weekly staff check-ins, and ongoing professional development offer opportunities for staff to support one another. CSO staff were provided with an agenda for the Culture Committee, which showed opportunities for staff to socialize outside of the traditional school day, enhancing collegiality. Teachers in a focus group stated that leadership and instructional staff work collaboratively, stating that leaders are open to new ideas and utilize the strengths of individual staff members.
- **Indicator e:** The school has a multi-dimensional teacher evaluation process as part of its system to monitor and maintain instructional quality. A Danielson-based teacher self-assessment is reviewed collaboratively with the teachers and DTL as part of the formal evaluation process. According to leadership focus group members, all teacher observations are unannounced. There are five to six observations per year, all of which are debriefed with a member of the ELT. Leadership focus group members stated that every staff member participates in an evaluation meeting every year. During the site visit, leadership shared a spreadsheet that is utilized by the principal, assistant principal, director of data, and DTL to track areas of growth for individual teachers. DTL create annual professional goals, which are shared during ELT meetings.
- **Indicator f:** The school uses the NYC School Survey, school-created surveys, weekly staff meetings, weekly loop meetings, and data meetings as mechanisms to solicit teacher and staff feedback and to gauge their satisfaction, as indicated in the renewal application and discussed during leadership and teacher focus groups. As a result of these mechanisms, TNAACS allocates funds for transportation and the "Human Fund," which covers professional or personal expenses as perks for teachers. According to teacher focus group members, school leaders are receptive to suggestions. Teachers valued the flexibility of the leadership, the chance for professional growth, and the autonomy to make decisions they felt were best for their students within the framework of their curriculum.

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

- **Indicator a:** n/a
- **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</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, including in public-facing materials.</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 improved from “Approaches” to “Meets” due to approved changes and implementation of the school’s KDEs.

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

- **Indicator a:** The mission statement of this school is: “TNAACS builds strong relationships and creates and engaging community of lifelong learners.” Leadership regularly reports how the school fulfills its mission and adheres to the KDEs at the monthly board of trustees meetings. The school’s mission and KDEs are an integral part of the school’s daily operations. Upon acceptance to TNAACS, families are introduced to the mission and KDEs.
- **Indicator b:** During this charter term, TNAACS has submitted and received approval for a revision request to amend its KDEs. These modifications were approved at the May 2024 Board of Regents Meeting. The currently approved KDEs and evidence of implementation are below.
 - **Multi-Person Teaching Teams Based on Student Enrollment:** Grade level teachers meet daily for a 90-minute team meeting with DTL. This was described by both teachers and DTL during focus group conversations.
 - **Embedded Director of Teaching and Learning (DTL) for Grades K/1, 2/3, and 4/5:** The DTL work with teachers in their assigned grade band, providing support in lesson plan review, observation, instructional coaching, and data analysis. This provides opportunities for mentoring across grade levels and vertical alignment. The leadership focus group indicated that the DTL for Grades 2 - 3 bridges the upper and lower loops, which is difficult but provides the benefit of ensuring continuity during that transition.
 - **Lower Student to Instructional Staff Ratio:** During the 11 classroom observations the average ratio of instructional staff to students was 13:1; however, there were four classrooms observed with a ratio over the 15:1 described in the KDEs.
 - **Multi-Week Differentiated Summer Training Program:** According to both leadership and the teacher focus groups, teachers lead the Professional Development Committee and create a plan for summer training. Training is differentiated based on staff needs and suggestions. Summer training is a valuable time for staff to review protocols, discuss goals for the upcoming year, and receive relevant professional development. Professional Development

Committee meeting agendas were provided to CSO staff, including a schedule for two weeks of summer training.

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. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to not meeting the target for overall contracted enrollment and under-enrollment of the ELL and ED student subgroups.

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

- **Indicator a:** During the course of the charter term, TNAACS has enrolled SWD at a rate closely approaching the DOL and is currently, 2023-2024, -1 percentage point below. The school’s overall retention rate currently equals that of the DOL and retention rates of SWD, ELL, and ED students closely approach, exceed, and equal the DOL, respectively.

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

- **Indicator a:** The school is making annual progress toward meeting its enrollment targets. Enrollment data from the 2023-2024 school year shows TNACCS at 73 percent of its contracted enrollment. This is an increase from 64 percent in 2021-2022 and 70 percent in 2022-2023. Since the 2021-2022 school year, the school’s enrollment of ELL has declined from -4 percentage points to -6 percentage points below the DOL, while enrollment of ED students has declined from a +2 percentage points above to a -10 percentage points below the DOL.

- **Indicator b:** According to the school’s renewal application and board and leadership focus group discussions, TNAACS uses strategies to retain existing students and enhance recruitment efforts. These include:
 - early arrival and afterschool programming to support working parents and guardians;
 - scholarships and financial aid for afterschool programs;
 - uniform and eyeglass scholarship assistance; and
 - school trips, healthy snacks, summer school, and tutoring.

The school has implemented extensive recruitment strategies that involve all stakeholders. The CSO site visit team reviewed the agenda and meeting notes from the Outreach Committee, which exhibited an organized and comprehensive approach to recruitment. According to the renewal application and confirmed during board, leadership, and SST focus groups, TNAACS has the following recruitment strategies in place:

- a dedicated student recruitment and family engagement coordinator;
 - a “street team” that distributes flyers in local communities;
 - a designated staff member to attend community events as a school liaison;
 - SchoolMint and Enrollhand services to assist with social media campaigns, tracking, and follow up;
 - A school-created spreadsheet recording the origin of leads and tracking of follow up responses;
 - staff attended information tables at community events;
 - language access with translated recruitment materials and bilingual staff; and
 - support from the TNAACS director of special education for potential families of students with disabilities.
- **Indicator c:** The school evaluates recruitment and outreach strategies with SchoolMint, Enrollhand, and through its Outreach Committee meetings. Agendas for Outreach Committee meetings demonstrate how the committee reviews applications, the origin of enrollment leads, and retention rates. The committee discusses positive aspects of the school to enhance recruitment, such as extracurricular offerings, use of curriculum that is grounded in research, and successful alumni.

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>	<ol style="list-style-type: none">The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to continuing fingerprint clearance issues.

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

- **Indicator a:** TNAACS has an inconsistent record of compliance with applicable State and federal laws and to the provisions of its charter. At the time of the midterm site visit, CSO review of the 2022-2023 staff roster showed 11 staff members for whom fingerprint clearance could not be verified. The school was able to provide clearance for nine of the staff members. Based on analysis of the 2023-2024 faculty/staff roster submitted with the TNAACS annual report, there were four staff members for whom the CSO could not verify fingerprint clearance. The school provided evidence of clearance for all four staff; however, two of the four were not cleared to work at the school until after the conclusion of the 2023-2024 school year, and of the 40 staff reported, 27 of them had worked at the school prior to obtaining fingerprint clearance to do so (this includes the two for whom the school provided clearance documentation). The school has been advised to

ensure that fingerprint clearances are verified and printed for all prospective employees at the time of hire.

- **Indicator b:** TNAACS has taken appropriate corrective action when required and has implemented necessary safeguards to maintain compliance with all legal requirements. The school has addressed all issues noted in its last renewal, including finding a treasurer for the board of trustees.
- **Indicator c:** Review of the 2023-2024 faculty/staff roster found six uncertified teachers among its total 19 teachers, which is well within the 15 uncertified teachers allowed by statute. School leaders in a focus group stated that they hold regular check-ins with uncertified staff to provide guidance and support toward earning certification.
- **Indicator d:** During the 2023-2024 school year, TNAACS submitted and received approval for revision requests to modify its KDEs and reduce its contracted enrollment. As of the date of this report, no additional revision requests have been submitted.
- **Indicator e:** The school is under-enrolled; however, enrollment has improved over the last two years. In the 2023-2024 school year, TNAACS was at 73 percent of its contracted enrollment. This is an improvement from 70 percent in 2022-2023 and a low of 64 percent in 2021-2022.
- **Indicator f:** TNAACS seeks guidance from its legal counsel when updating documents and handling issues that arise. During its focus group, school leadership mentioned how all policies are reviewed by legal counsel prior to acceptance and implementation.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

BEDS Code

331800861057

2023-2024 Enrollment

269

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 18
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	9301 AVE B, BROOKLYN, NY, 11236
Website:	www.tnaacs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Hasoni L. Pratts
Active Date:	7/1/2013
Authorizer:	REGENTS
CEO:	MS. LISA PARQUETTE SILVA
CEO Phone:	718-385-1709
CEO Email:	lsilva@thenewamericanacademy.org
BOT President:	MR. VALERTON MCDONALD
BOT President Phone:	718-968-6520
BOT President Email:	sjfcedu@gmail.com
Institution ID:	800000075846

*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:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/23 - 06/30/25
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal
2023-2024	Midterm
2024-2025	Renewal

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

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%

New American Academy CS (The)	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2017-2018	55%	32%	56%	45%	22%	43%
2018-2019	47%	11%	51%	43%	23%	44%
2022-2023	59%	69%	54%	71%	63%	64%
2023-2024	58%	50%	56%	61%	72%	56%

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

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 New American Academy CS and NYC CSD 18



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential	New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential	New American Academy CS (The)	NYC CSD 18	District Differential	NYS	NYS Differential
All Students	2018	45%	37%	+8	45%	0	40%	35%	+5	49%	-9	91%	89%	+2	89%	+2
	2019	47%	41%	+6	46%	1	39%	41%	-2	51%	-12	88%	86%	+2	86%	+2
	2022	37%	40%	-3	42%	-5	23%	40%	-17	43%	-20	76%	84%	-8	80%	-4
	2023	47%	47%	0	46%	+1	50%	52%	-2	53%	-3	.	.	.	.	.
	2024	48%	42%	+6	45%	+3	63%	55%	+8	54%	+9	36%	25%	+11	35%	+1
SWD	2018	18%	11%	+7	18%	0	14%	14%	0	22%	-8	80%	75%	+5	75%	+5
	2019	6%	14%	-8	17%	-11	7%	19%	-12	22%	-15	80%	72%	+8	69%	+11
	2022	27%	15%	+12	15%	+12	37%	18%	+19	18%	+19	58%	64%	-6	60%	-2
	2023	27%	20%	+7	19%	+8	36%	25%	11	26%	+10	.	.	.	.	.
	2024	25%	18%	+7	18%	+7	63%	28%	+35	28%	+35	40%	17%	+23	14%	+26
ELL	2022	33%	30%	+3	28%	+5	0%	34%	-34	31%	-31	.	.	.	.	.
	2023	29%	32%	-3	32%	-3	14%	41%	-27	38%	-24	.	.	.	.	.
	2024	40%	26%	+14	28%	+12	40%	47%	-7	41%	-1	.	.	.	.	.
ED	2018	47%	34%	+13	35%	+12	39%	32%	+7	38%	+1	91%	89%	+2	84%	+7
	2019	50%	39%	+11	36%	+14	37%	38%	-1	40%	-3	88%	86%	+2	81%	+7
	2022	36%	38%	-2	31%	+5	20%	37%	-17	31%	-11	74%	83%	-9	72%	+2
	2023	45%	43%	+2	36%	+9	47%	49%	-2	41%	+6	.	.	.	.	.
	2024	42%	40%	+2	34%	+8	56%	52%	+4	43%	+13	32%	23%	+9	25%	+7

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2018	50%	40%	+10	51%	-1	55%	44%	+11	54%	+1	.	.	.	.	.
	2019	51%	49%	+2	52%	-1	46%	50%	-4	55%	-9	.	.	.	.	.
	2022	35%	49%	-14	46%	-11	21%	53%	-32	48%	-27	.	.	.	.	.
	2023	49%	44%	+5	45%	+4	51%	56%	-5	54%	-3	.	.	.	.	.
	2024	45%	43%	+2	43%	+2	74%	57%	+17	54%	+20	.	.	.	.	.
Grade 4	2018	49%	41%	+8	48%	1	33%	34%	-1	48%	-15	91%	89%	+2	89%	+2
	2019	50%	42%	+8	48%	+2	38%	39%	-1	51%	-13	88%	86%	+2	86%	+2
	2022	43%	42%	+1	42%	1	22%	38%	-16	43%	-21	76%	84%	-8	80%	-4
	2023	53%	50%	+3	49%	+4	58%	51%	+7	54%	+4	.	.	.	.	.
	2024	49%	46%	+3	47%	+2	62%	57%	+5	58%	+4	.	.	.	.	.
Grade 5	2018	32%	30%	+2	37%	-5	30%	27%	+3	44%	-14	.	.	.	.	.
	2019	41%	32%	+9	38%	+3	33%	33%	0	46%	-13	.	.	.	.	.
	2022	33%	33%	0	38%	-5	25%	31%	-6	37%	-12	.	.	.	.	.
	2023	43%	46%	-3	45%	-2	43%	50%	-7	50%	-7	.	.	.	.	.
	2024	50%	38%	+12	44%	+6	53%	50%	+3	49%	+4	36%	25%	+11	35%	+1

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New American Academy CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	370	331	89%
2020-2021	370	287	78%
2021-2022	370	235	64%
2022-2023	370	258	70%
2023-2024	370	269	73%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2019-2020	16%	21%	-5	0%	10%	-10	79%	78%	+1
2020-2021	17%	20%	-3	0%	9%	-9	75%	78%	-3
2021-2022	19%	21%	-2	5%	9%	-4	79%	77%	+2
2022-2023	19%	22%	-3	4%	10%	-6	74%	81%	-7
2023-2024	21%	22%	-1	6%	12%	-6	76%	86%	-10

*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		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2019-2020	79%	83%	-4	84%	85%	-1	86%	81%	+5	79%	84%	-5
2020-2021	89%	88%	+1	93%	85%	+8	100%	84%	+16	90%	88%	+2
2021-2022	78%	80%	-2	69%	72%	-3	100%	84%	+16	77%	81%	-4
2022-2023	79%	83%	-4	72%	83%	-11	60%	83%	-23	77%	83%	-6
2023-2024	86%	86%	0	81%	85%	-4	83%	82%	+1	86%	86%	0

*See NOTES (2) and (6).

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

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

2019 20	2020 21	2021 22	2022 23	2023 24
K-5	K-5	K-5	K-5	K-5
K-5	K-5	K-5	K-5	K-5
370	370	370	370	370
370	370	370	370	370
331	287	235	258	269

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

ASSETS

Current Assets

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

Total Current Assets

Non-Current Assets

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

Total Non - Current Assets

Total Assets

LIABILITIES AND NET ASSETS

Current Liabilities

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

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities
Total Long-Term Liabilities

Total Liabilities

Unrestricted

Restricted

Total Net Assets

Total Liabilities and Net Assets

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

Total Operating Revenue

OPERATING EXPENSES

Salaries and Benefits
Supplies and Materials
Utilities
Travel
Professional Fees
Other Operating Expenses

Total Operating Expenses

Surplus/Deficit from Operations

REVENUE AND EXPENSES

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
Total Operating Revenue
Salaries and Benefits
Supplies and Materials
Utilities
Travel
Professional Fees
Other Operating Expenses
Total Operating Expenses
Surplus/Deficit from Operations

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Total Revenue

Expenses - Per Pupil

Total Expenses

% of Revenue Exceeding Expenses

Composite Score

BENCHMARK and FINDING:

Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

WORKING CAPITAL

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

TOTAL MARGIN

Total Margin Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

