



## New York State Education Department

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

#### **New Ventures Charter School**

**Renewal Site Visit Dates: October 21 – 22, 2024**  
**Date of Final Draft Site Visit Report: March 12, 2025**  
**Date of Final Site Visit Report: March 20, 2025**

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## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	New Ventures Charter School (NVCS)
<b>Board Chair</b>	David Lehr
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 31
<b>Initial Commencement of Instruction</b>	Fall 2015
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Term: July 1, 2015 – June 30, 2020</li> <li>First Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 10-12 / 180 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 10-12 / 180 students
<b>Comprehensive Management Service Provider</b>	Integration Charter Schools
<b>Facilities</b>	1441 South Avenue, 4th Floor, Staten Island, NY 10314 – Private Space
<b>Mission Statement</b>	<i>The mission of New Ventures Charter School is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>NVCS will offer small classes.</li> <li>The NVCS field learning experiences feature small groups of students participating at community businesses, government, and not-for-profit organizations.</li> <li>NVCS will offer each student an Individualized Pathway to a Regents diploma within 26 months of entering NVCS (two years plus three summers) and will provide individualized skill development in reading, writing, and mathematics for students who need extra time and effort to "catch up" to academic standards.</li> <li>NVCS will fully integrate students living with disabilities.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• NVCS will proactively assess student needs for support services, will work with students and their families to identify areas requiring Immediate/Intensive Action as well as those which if not addressed will likely disrupt schooling, and will link students with community social service agencies.</li> <li>• Students will begin their NVCS experience with an intensive summer boot camp which will lay the groundwork for field learning.</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	None

**Innovative and Noteworthy Programs:** The New Ventures Charter School (NVCS) is dedicated to supporting over-age and under-credited students. The school provides unique and positive learning experiences through tailored, project-based, and career-focused instruction and fieldwork. This approach integrates social-emotional learning, prioritizes student's individual needs, and creates a safe, supportive environment that promotes academic and social growth.

### **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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12
<b>Total Approved Enrollment</b>	180	180	180	180	180

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

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12	Grade 10 - 12
<b>Total Proposed Enrollment</b>	180	180	180	180	180

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<sup>2</sup> This proposed chart was submitted by the New Ventures 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.

# METHODOLOGY

## Purpose of the Renewal Report

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

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

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

A two-day renewal site visit was conducted at NVCS on October 21 – 22, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, parent focus group, and student focus group.

The team conducted seven classroom observations in Grades 10 – 12. The observations were approximately 20 minutes in length and conducted jointly with the leadership team. 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 Rating<sup>3</sup>**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Falls Far Below</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Approaches</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

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

## Summary of Findings

- NVCS is in year nine of operation and serves students in Grades 10 – 12. During its current charter term, the school is rated in the following manner: seven “Meets,” two “Approaches,” and one “Falls Far Below.” A summary of those ratings is provided below.
- **Strengths:** The school provides unique and significant academic and social-emotional support to over-age and under-credited students. The individual and academic needs of students are met through a comprehensive system that includes pairing students with fieldwork and internship opportunities. The coursework provides relevant, project-based, and career-focused education that embeds social-emotional learning. The classes utilize individualized data from a range of comprehensive programs to address and track both the social-emotional learning needs of students and student academic growth towards the goal of a high school diploma. School leaders are highly accessible to students, parents, and staff, and student and parent focus groups reported feeling safe and supported. Additionally, the school maintains appropriate staffing levels to meet the diverse academic and educational needs of its students, fully implementing all key design elements of its charter.
- **Challenges:** As part of the Integration Charter Schools (ICS) network, NVCS has been affected by the corporation’s fiscal management issues, specifically working capital ratio and cash on hand have decreased significantly in the past two years. The ICS Board is seeking to resolve these fiscal and budgetary challenges and continues to analyze the school’s financial condition to rectify the financial condition. Additionally, NVCS’s school hours and the utilization of the space the school is sharing with other ICS schools in the same building may pose a challenge for the school community.

### **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**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets” due to the increase in graduation rates for each cohort as they moved from 4- to 5- to 6-years.

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

For the 2016, 2017, and 2018 cohorts, the 4-year to 6-year cohort graduation rates increased an average of 42 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

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

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li><li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>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.</li><li>d. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li><li>c. The school differentiates instruction to ensure equity and access for all students.</li><li>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a system of formative, diagnostic, and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.</li><li>d. The school uses multiple measures to assess student progress toward State learning standards.</li></ul>
	<ul style="list-style-type: none"><li>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</li></ul>

<u>Element</u>	<u>Indicators</u>
4. <i>Supports for Diverse Learners</i>	<p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.</p> <p>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.</p>

#### **Academic Program for High School:**

- HS:
  - NVCS utilizes a co-teaching model with two certified teachers in every classroom focusing on student-centered practices, an inquiry-based model where students receive embedded intervention. The curriculum is teacher-driven and follows ad hoc lesson plans and teacher-created units based on NYS standards.
  - Teachers provide an integrated curriculum framework for all students to apply their academic knowledge and skills to authentic, inquiry-based, project-based learning.
  - The school has a documented curriculum that is aligned to current New York State Learning Standards aligned horizontally and vertically enabling clarity for learners.
  - Learning places an emphasis on critical thinking, collaboration, and self-advocacy.

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

- SWDs:
  - NVCS aligns curriculum with differentiated and embedded supports to provide opportunities for all students to master grade-level skills and concepts, with a focus on SWD, ELL/multi-lingual learners (MLL). The teachers support SWD with appropriate, inclusive scaffolding, ensuring their participation in all activities and internships.
- ELLs:
  - The school has multiple systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual MLL students.

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

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

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

- **Indicator a:** The school has systematic processes in place to align its curricula with New York State Learning Standards (NYSLS); teacher-driven lesson plans are reviewed to match the standards and to incorporate practical hands-on activities and internship time. The curriculum is reviewed and aligned by teachers and instructional leaders as evidenced by the leadership focus group.
- **Indicator b:** There is a systematic process to ensure the school and teachers align curricula horizontally and vertically. As reported in the leadership team focus groups, teachers and instructional specialists review curricula regularly for classroom courses and fieldwork assignments.

- **Indicator c:** As per the renewal application and teacher focus group, NVCS teachers have revised lesson and unit designs to both pass the Regents exams and reflect a culturally and linguistically responsive approach to engage learners in higher-order thinking. The school offers courses that culminate in a Regents exam: Algebra, Geometry, Living Environment, Global History, and U.S. History. As evidenced in classroom observations, students were engaged in exploring open-ended questions while working collaboratively to solve complex problems.
- **Indicator d:** As evidenced by the classroom observations and the focus groups, the school provides differentiated and individualized student learning paths and course offerings with flexible grouping to ensure the graduation track and coursework are aligned. Each individual's graduation path is unique. Upon admission to the school, the school provides individualized graduation plans to students and places students into coursework designed to match students' strengths and needs. As evidenced in classroom observations, special education certified teachers, as well as teaching assistants, present instruction in ways designed to help students with disabilities (SWD) understand the material. In both classroom and fieldwork observations, the content and material provided to students was differentiated with specific scaffolding observed for SWD students.

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

- **Indicator a:** School staff have a clear understanding of high-quality instruction. Observed instructional practices showed that teachers are prepared to deliver well planned, relevant coursework with differentiated support. Instruction is student-centered and promotes academic discourse.
- **Indicator b:** As evidenced by classroom observations, teachers' instructional delivery fostered academic discourse and critical thinking with all students. Opportunities for peer-to-peer discussion and peer-led presentations were observed.
- **Indicator c:** NVCS has clear systems for differentiated instruction to ensure equity and access as evidenced by classroom observations and the student focus groups. The differentiation was observed in the classroom as small group collaboration and peer discussions.
- **Indicator d:** The school provides staff with ongoing professional development that promotes best practices and improves all students' success, including culturally and linguistically responsive instructional approaches. The teachers also work closely with the providers of internships for the students.

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

- **Indicator a:** The school uses formative assessment data to make pedagogical decisions. According to school leaders, the school uses item analyses from Regents examinations, student writing samples, and assignments from fieldwork and internships to inform instruction.
- **Indicator b:** The school regularly and systematically uses qualitative and quantitative data to inform instruction and improve student outcomes for all learners. As evidenced by the student focus group, teachers involve students in the results of their assessments, which leads to increased student clarity and buy-in for graduation.
- **Indicator 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. Leaders described utilizing internal assessment data, student work samples, test results along with classroom observation data, staff surveys and feedback, and family surveys and feedback to inform programmatic shifts. These shifts include ensuring priority

group students are present for all instructional times, which requires aligning fieldwork schedules and prioritizing related services or English language learner (ELL) services.

- **Indicator d:** As evidenced in the teacher and leader focus groups, NVCS uses assessment data including Regents exam data, as the primary measure of summative student progress toward graduation and meeting requirements. The leadership team made several revisions to the use of assessments based on student performance and alignment to the NYSLs, including school-created performance assessments for specified courses. Teachers receive ongoing professional development to support analyzing data and implementing instruction that matches student needs, including intervention, reteaching, spiral review, and extension. Teacher focus groups described implementing differentiation to engage learning and monitor students' progress.

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

- **Indicator a:** During the focus group discussions and classroom observations, NVCS educators discussed their work to intentionally strengthen the academic program and increase the engagement of SWD and ELL students. All students are further supported by student study team meetings, which may result in the school referring the student for additional services. Families/caregivers are invited to participate, informed of all supports, and provided with frequent progress updates. Students who qualify as ELL based on results from the New York State Identification Test for English Language Learners (NYSITELL), receive mandated ELL services through differentiated instruction and monitoring.
- **Indicator b:** In the focus groups, NVCS leadership described the co-teaching model as the core instructional framework to ensure that the needs of all learners are met using research-based best practices. The approach to intervention is designed to increase the proficiency levels of all students, as well as to support their social and emotional needs. Assessment data is used to drive the assessment cycle, and data meetings align with the ongoing monitoring. The teacher teams and related service providers maintain a schoolwide robust data dashboard and convene regularly to review student assessment data and the progress of individual students within the program. The team works collaboratively to assist all teachers in supporting student success by promoting a commitment to academic achievement, reinforcing academic skills, and identifying weaknesses and addressing specific social, emotional, and/or behavioral concerns that may represent barriers to learning. The Multi-Tiered System of Supports (MTSS) team also identifies schoolwide patterns of success and growth, which impact professional development planning, communication with stakeholders, and instructional shifts. Intervention supports provide classroom-based responsive help to students to reach mastery.
- **Indicator c:** As evidenced in the focus groups, members of the leadership team meet regularly with teachers to review data and student progress, problem solve, plan for implementation of intervention plans, and for consultation purposes to share any vital information that may impact the student or warrant revisions to their instructional plan. All teachers act as learning support specialists with shared accountability at collaborative team meetings. The leadership team is involved and accessible for students, families, and teachers.

### 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

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

#### Element

#### Indicators

#### 1. Measures of Culture, Climate, and Student Engagement

- 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. <sup>4</sup>
- 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. <sup>5</sup>
- c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

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

<sup>5</sup> 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\\_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf).

<i>Element</i>	<i>Indicators</i>
2. <i>Behavior Management and Safety</i>	<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 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>

	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. 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.”

During the CSO visit, the sense of community at the school was evident. The CSO team observed personalized care and learning plans offered to each student according to their needs. The leadership focus group and the students participating in their focus groups believe that individual attention to each student positively impacts graduation rates, and it is part of the mission of NVCS. The dual teaching component is also key to the academic success of the students at the school.

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

- **Indicator a:** According to leaders, teams have established a concerted effort to reduce the chronic absenteeism rate through family communication, building relationships, and clear expectations for students that attendance is important to achieving learning outcomes.
- **Indicator b:** Both the leadership team and teacher focus group discussed their philosophy, supported by internal evidence, that suspending students positively impacts their performance or their future choices. Thus, suspensions at the school are very hard to come by because leaders and staff work strategically to support all students’ unique social, emotional, and academic needs and implement many interventions to support students and prevent the need for suspension.
- **Indicator c:** The school has processes in place to measure and evaluate the school climate and culture. The school evaluates the efficacy of its practices through formal internal staff and family surveys. Families are also given an opportunity to provide open-ended feedback around school climate. Informal feedback is solicited from families and staff through email communication and scheduled check-ins with leadership. School climate is also measured through consistent and regular classroom observations and feedback. According to the teacher and leadership focus groups, the leadership team analyzes feedback and makes changes to the program based on the feedback received across these various measures.

#### 2. Element: ***Behavior Management and Safety:***

- **Indicator a:** Focus groups describe NVCS’s approach to behavior management as proactive. The teacher focus groups discussed considerable emphasis on responsive classroom training aligned to proven impact on teacher and student outcomes. All staff members implement evidence-based approaches, focusing on developing positive community connections, engaging academics, effective classroom management, and developmental awareness. These interventions support consistent language across the school community, so students know what is expected and are invested in contributing positively to the learning community. Teachers have structures in place that engage students in community building and follow the written discipline policy at the school, both of which minimize the use of suspensions.

- **Indicator b:** The CSO team observed during the classroom observations that teachers implement a tiered approach to academic and social-emotional/behavioral supports. All students have access to supports, including culturally and linguistically responsive instruction that addresses a supportive learning environment focused on strong relationships for classwork, fieldwork, and internships. Interventions include consultation with the students, classroom-based interventions such as preferential seating, breaks, and student incentives.
- **Indicator c:** Focus groups discussed the school's commitment to a safe and nurturing environment. According to the focus group, families indicated that their children are safe at school. The leadership team and the parent focus group discussed that strong community is what attracts many families to the school and visitors consistently comment on the inviting and student-centered environment that fosters graduation and life skills. As noted during classroom observation, students have internalized the school culture and could be observed problem-solving together and advocating for their community. Additionally, NVCS uses a trauma-informed approach, embedding consistent routines and reflection into each part of the day.
- **Indicator d:** NVCS's approach begins with the belief that students learn most productively when they feel welcomed, included, and safe. NVCS shows observable commitment to providing a safe, supportive environment free from harassment, bullying, and discrimination for all students. There is a marked involvement of staff, students, parents, and community members in the implementation and reinforcement of the Dignity for All Students Act (DASA). NVCS DASA plan was included in the renewal application and is available on the school's website and in the school handbook. All staff receive training in DASA policy, including the current DASA coordinator.
- **Indicator e:** As evidenced during classroom observations, classrooms are well organized for learning. Physical spaces are set up to allow for flexible seating and multi-modal learning. There is evidence of teacher planning and preparation to ensure students are engaged and able to access the content with systems in place to assess learning. Each classroom has a posted schedule.

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

- **Indicator a:** As discussed in the parent focus group, NVCS has systems in place to communicate with families in their preferred languages via electronic text messages and emails. Teachers, support staff, and administrators are in regular communication with families, in addition to the scheduled school/parent meetings, to strengthen relationships and build connections that positively impact students' learning. NVCS leaders and staff are accessible to all families, as evidenced by parents reporting consistent and ongoing communication with teachers and leaders.
- **Indicator b:** The parent focus group and leadership team shared the importance of relationships and ensuring communications are accessible to all families. NVCS uses regular communication where all parties can access school information. The inclusive teaching and learning coordinator shared that teacher teams work diligently to ensure students and families receive schoolwide communication. Members of staff are identified as point people for specific families, and all communication flows through that point person to streamline information and communication while also building a trusting relationship with the family.
- **Indicator c:** The leadership team discussed systems to regularly assess family satisfaction through surveys and informal feedback. NVCS families complete the NYC School Survey each year, as well as internal feedback surveys. The school implemented multiple forms of collecting information from families, including online surveys, in-person interviews, and informal information.
- **Indicator d:** The leadership team described that transparent communication is critical for family and caregiver buy-in and establishing their role in ensuring an authentic partnership. NVCS is

reflective and open to critical feedback, which they use to change processes and policies based on community feedback.

- **Indicator e:** NVCS shares data with students, parents, and the broader school community to promote transparency and accountability. The information is shared online.
- **Indicator f:** All data is transparent; the school shares its New York State (NYS) exam participation rate compared to the district of location (DOL).

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

- **Indicator a:** The leadership team focus group shared that there is a collective management of academic and attendance data used to review and make decisions for additional support, such as the social-emotional learning curriculum, for specific classes, subgroups, families, and students, and to plan for upcoming schoolwide needs. Each member of the leadership team is responsible for aggregating a set of data before each meeting. All staff members track family communication with notes to monitor the progress of students receiving intervention and mandated counseling support.
- **Indicator b:** The team also analyzes and assesses the impact of social-emotional data by reviewing the following: attendance data, incident reports, fieldwork data, internship data, on-track to graduate data, and family communication to adjust for specific students, student groups, classes, grades, or schoolwide information. Teams are designed to continue to improve academics by ensuring students have the skills and strategies they need to be successful in school and barriers to learning are removed.
- **Indicator c:** According to the focus groups, NVCS uses tiered support when developing interventions. When data indicates a high level of support is needed for multiple students, the team considers whether individual or full class (group) interventions are appropriate. Teachers collaborate with support staff and receive direct coaching and feedback to increase the strength of their social-emotional support for students. This includes strategizing about how to modify instruction, improve transitions between activities, and reinforce schoolwide systems.
- **Indicator d:** Focus groups reported that all staff members have access to culturally responsive professional development focused on the social-emotional and mental health of students. The school provides ongoing professional development for leaders that focuses on equity and care for students and staff. The training also focuses on social-emotional learning and cultural responsiveness for all staff at the school. All staff work to “adopt” a student as a mentee and support that learner through the completion of graduation.
- **Indicator e:** In addition to collaboration among school staff, school leaders act as case managers supporting students and families, and in some cases advocating for temporary housing and identifying and supporting the needs of the families. The school teams also provide connections to advocacy groups to meet other basic needs.

#### **Benchmark 4: Financial Condition**

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

#### **Finding: Falls Far Below**

Over this charter term, the trajectory for this benchmark has declined from “Approaches” to “Falls Far Below” due to a significant downward trajectory in the financial conditions at the school.

#### **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**

New Ventures Charter School is part of the Integration Charter Schools education corporation. Integration Charter Schools appears to be in poor financial condition as evidenced by performance on key indicators derived from the education corporation’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. Integration Charter School’s 2023-2024 composite score is (0.48).

**Composite Scores  
2019-2020 to 2023-2024**

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2019-2020	1.97
2020-2021	3.00
2021-2022	1.38
2022-2023	0.19
2023-2024	(0.48)

The education corporation is subject to ASC 842 lease accounting principles effective FY23 due to entering into long-term operating leases. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be recorded as an asset, and an amortized functional expense to be reflected in the financial statements. The net result produces a negative impact to the composite score that disproportionately affects schools with very long-term leases. There is still a significant downward trajectory after adjusting for the impact of 842 lease accounting.

### **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 improved from “Approaches” to “Meets” due to tighter internal controls over financial reporting at the school.

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 Integration 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: Approaches

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to some issues with board member meeting attendance and board fiscal oversight.

#### Element

#### Indicators

#### 1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- 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.
- 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.
- 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.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- 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.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

#### Summative Evidence for Benchmark 6:

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

- **Indicator a:** As described in the focus group, the board conducts regular informal evaluations of itself, the school leaders, and the school in its entirety. The board attempts to engage in a strategic planning process. This process serves as the board’s formal self-evaluation. The strategic planning process involves some goal setting and measurement for the board, the school, and the school

leader. Additionally, the board reviews school-level data, presented by the executive officer each month.

- **Indicator b:** The board focus group and renewal application described NVCS's board as a ten-member board, with four open positions. The board has a mix of skills, expertise, and experiences, from business management and operations to local community residents. The board actively seeks assistance to help guide recruitment. The board uses the networks of the current members and school leaders to recruit potential new trustees, as well as the services of a professional matching organization.
- **Indicator c:** At each board meeting, the board is briefed and school leaders provide updates on progress toward goals. However, a review of board meeting minutes showed that not all board members attend monthly meetings on a regular basis. The chair of the board meets individually with the school leader to check on progress toward schoolwide goals, as well as the school leader's annual professional goals. The Education Committee and Finance Committee meet monthly to support academic and fiscal oversight. During the focus group with the board, the CSO team shared with the board concerns arising from the new fiscal findings at the school. Based on the independent auditor's Comprehensive Analysis Report of the Integration Charter Schools, "the board is in need of essential training to equip members with the skills and knowledge needed to fulfill their financial oversight responsibilities effectively."
- **Indicator d:** The board shared that they gather to discuss high-level priorities and goals for NVCS. The board uses the annual budget planning process where resources are allocated to key design elements and strategic priorities. The board continues to set goals around improving fiscal performance with a need for strengthening oversight systems and structures, continuous evaluation and constant assessment of performance measurements, metrics, and impact, as well as continuous self-evaluation of the board itself.
- **Indicator e:** Updates to school policies are initiated by the school leader. The board reviews changes annually. The Finance Committee reviews the changes to the fiscal policies and procedures before presenting a summary of changes to the full board for approval.
- **Indicator f:** The board described the need for more targeted professional development around recruitment and to be informed by the regular informal evaluations that are conducted around fiscal oversight.
- **Indicator g:** The board focus group recognized the need to improve structures and tools to facilitate thoughtful and responsive fiscal governance. The board monitors the implementation of the school's key design elements through review of the school calendar, schedule, budgets, and monthly reports from the CEO.
- **Indicator h:** The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards with a focus on fiscal oversight.

### 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:** As evidenced in the teacher and leadership focus groups, the leadership teams meet weekly to review and monitor progress and make strategic decisions. This team also meets on an ad hoc basis to address key elements of the academic programming and data, to preview fieldwork and internship programs, and reflect on the instructional program. Leadership and teachers said there is a sense of shared leadership that has allowed for increased teacher support and student achievement, as well as increased sustainability for all administrative positions.
- **Indicator b:** As observed during the site visit, NVCS uses a variety of methods to engage with the school community. The leaders are accessible, visible, and active throughout the school, whether conducting classroom walkthroughs, connecting with families, leading the community gathering, or participating in the many community-based internships. Communication is transparent and updated regularly.
- **Indicator c:** NVCS recruits key positions in a variety of places. Job postings are posted on the school’s website, local job listings, and other post-secondary job boards. The most successful recruitment method has been through referrals within the networks of existing staff members. Staff retention is high at NVCS in part due to the unique model of serving an intentionally diverse group of students, integrated co-teaching, and staff voice in decision-making within the school.
- **Indicator d:** The school leadership is familiar with the CSO Performance Framework and have a specific interest in those benchmarks that are aligned to their roles and the school’s overall areas of growth (Benchmarks 1 and 9).

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

- **Indicator a:** The school leadership team focus group shared the roles and responsibilities of the team. During the focus group meetings, the leadership shared that the school’s organizational structure includes positions specifically aligned with the school’s key design elements. The school also organizes staff to support students with academic and social-emotional needs. NVCS leaders consider staff members’ unique set of skills during the interview process for new roles within the organization. Leaders align staff with the positions they are equipped to excel at and are interested in, and in response to the sustainability and current needs of the organization.
- **Indicator b:** NVCS maintains a clear organizational structure including roles and responsibilities and job descriptions to ensure that staff have the requisite skills to perform their tasks. The school provides staff with professional development when necessary to ensure student needs are met, including students in subgroups. Instructional leaders engage in reflection around the current roles, duties, and responsibilities of the team members. Teachers and staff follow the responsibilities outlined in their job descriptions and are included in schoolwide collaborative decision making.

- **Indicator c:** According to the teacher and leader focus groups, the school is fully staffed with personnel able to meet all operational needs.
- **Indicator d:** Collaboration is an integral part of the culture and high-quality planning framework for co-taught classrooms. Teachers shared the timeframes and how the school has prioritized providing time for teachers to collaborate on a daily, weekly, and annual basis. Focus groups shared that preparation for co-planning also provides teachers with ongoing internal professional development and coaching on the models of co-teaching to foster effective, collaborative teaching pairs in every classroom. During this planning time, teachers analyze recent student work and assessment results to inform lesson and unit planning. Leaders participate in and supervise collaboration meetings, and data-informed decision making is an integral part of their success.
- **Indicator e:** NVCS leaders and teachers are tasked with supporting equitable academic and social-emotional outcomes for all students. NVCS values ongoing capacity building of staff and leaders expect all staff members to engage in professional development focused on reflection, effective instructional practice, and dialogue. The leadership team fosters ongoing goal setting, mid-year and end-of-year reflection and evaluation meetings, classroom observations, inquiry cycles, and participation in professional development sessions. Artifacts related to teacher's goals and growth for the school year are compiled and reviewed by the leadership team for end-of-year reflection and evaluation meetings. The school utilizes a variety of formal and informal measures to gauge teaching effectiveness.
- **Indicator f:** As evidenced in the focus group discussions and documents, NVCS leaders initiate formal and informal methods of communication that allow staff members to share any feedback that is not captured in the survey-generated closed questions. Each year, NVCS retains most of its staff members. According to the renewal application, staff members indicate that they are satisfied with their work environment through direct feedback, survey results, and recommending the school to their networks.

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 remained consistent as "Meets."

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

- **Indicator a:** The school community expressed a shared understanding of the NVCS mission. Focus groups emphasized the mission as a driving force that encompasses the culture of the school, including a commitment to inquiry, supporting over-age, under-credited youth, educating diverse groups of learners who have unique interests and learning needs, and a commitment to supporting individualized student paths to graduation.
- **Indicator b:** NVCS continues to implement its key design elements. The CSO site visit included classroom observations where inquiry and sustainability were observed. The school leadership reported that they have been able to grow the fieldwork and internship opportunities, which offer real-world experience and relevant life learning. The school's commitment to the key design elements is reflected in their fieldwork and internship offerings, as well as their integrated co-teaching model.

### Benchmark 9: Enrollment, Recruitment, and Retention

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

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

- **Indicator a:** Over the course of their charter term, NVCS has consistently enrolled all three subgroups at rates that either exceed or closely approach the DOL, NYC CSD 31, with SWD at +18 percentage points above, ELL at -3 below, and ED students at +16. The school’s retention rate for ELL is currently, 2023-2024, at 100 percent.

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

- **Indicator a:** NVCS’ actual enrollment is at only 73 percent of its contracted enrollment. The schools retention rates overall and for SWD and ED students have recently declined and currently the school’s rates are -49 points below the DOL, -51, and -51, respectively.
- **Indicator b:** The school is making regular annual progress toward meeting the targets. School leaders shared recruitment efforts for special populations at NVCS such as increasing community presence, offering additional open houses, and integrating restorative justice techniques and wellness courses tailored to the school’s special populations.

- ED: The school distributes brochures in local high schools and within the community. These enhanced brochures highlight fieldwork, internships, and adaptations for virtual learning. The school initiated the creation of promotional videos with student alumni. NVCS hosts open houses, increasing accessibility for families.
- ELL: The school distributes translated brochures and flyers in Spanish, and provides increased outreach to community agencies, church leaders, and other local entities that serve immigrant communities. NVCS has also increased the hiring of bilingual staff to aid in communication.
- SWD: NVCS has updated brochures detailing application procedures and specific supports. Staff conduct outreach visits to local high schools, including meetings with counselors and special education staff, and provide support for the special education coordinator to discuss support services with prospective students and families.
- **Indicator c:** The leadership team and the board shared that to evaluate recruitment and outreach strategies, the school reviews district data, the aggregate and demographic trends of applicants, and the demographics of enrolled students. NVCS sets annual goals for the total number of applicants from subgroups, total number of “high-probability applicants” from subgroups (applicants who are seriously considering NVCS as an option), and total number of enrolled applicants from subgroups.

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

## Benchmark 10: Legal Compliance

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"><li>a. 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.</li><li>b. 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.</li><li>c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>e. 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.</li><li>f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ul>

### Summative Evidence for Benchmark 10:

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

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

- **Indicator a:** According to CSO records, the school generally meets deadlines and complies with applicable laws, rules, regulations, and contract terms. The site visit and focus group discussions did not reveal any indications of complaints or concerns with compliance.
- **Indicator b:** At the time of the visit, the school had implemented necessary safeguards to maintain compliance with all legal requirements.
- **Indicator c:** According to the 2023-2024 Annual Report, the school has taken action to ensure that teacher certification requirements are met, with NYSED data showing only three uncertified teachers on staff in 2023-2024, well within the statutory maximum of 15. The school has monitored staff in obtaining fingerprint clearance through OSPRA. The school attested that they have reviewed, understand, and would comply with employee fingerprint requirements. At the time of the visit, school-reported data showed all teachers at the school were duly certified and all staff members fingerprinted.

- **Indicator d:** The school has been thoughtful about revision requests and has sought feedback prior to the submission of formal requests. Over the charter term, revisions include enrollment policy changes to support enrollment targets and changes to the organizational structure.
- **Indicator e:** Over the last four years NVCS has met or come close to meeting its enrollment targets. As discussed previously in Benchmark 9, the school has made good effort to increase the number of ELL students enrolled at the school.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

# 2025 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

NEW VENTURES CHARTER SCHOOL

### BEDS Code

353100861083

### 2023-2024 Enrollment

507

### 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 31
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	10-12
Address:	1441 SOUTH AVE-CORPORATE COMMONS, STATEN ISLAND, NY, 10314
Website:	www.newventurescharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - STATEN ISLAND
Regent:	Christine D. Cea
Active Date:	7/1/2015
Authorizer:	REGENTS
CEO:	MR. SEAN HARRELL
CEO Phone:	347-855-2238
CEO Email:	sharrell@integrationcharterschools.org
BOT President:	MS. JILL PATEL
BOT President Phone:	646-460-4467
BOT President Email:	JillPatel@si.rr.com
Institution ID:	800000084244

\*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:	Paolo Giovine
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/25
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Check-in
2024-2025	Renewal

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

# 2024 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

NEW VENTURES CHARTER SCHOOL

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	New Ventures CS	NYS	Differential to NYS	Total Charter Tested	New Ventures CS	NYS	Differential to NYS	Total Charter Tested	New Ventures CS	NYS	Differential to NYS	Total Charter Tested	New Ventures CS	NYS	Differential to NYS
Algebra I	2023-2024	15	20%	53%	-33	7	14%	33%	-19	.	.	.	.	13	15%	44%	-29
Algebra I (Common Core)	2019-2020	49	92%	93%	-1	18	83%	90%	-7	.	.	.	.	36	94%	92%	+2
	2020-2021	15	87%	97%	-10	9	89%	96%	-7	.	.	.	.	12	92%	97%	-5
	2021-2022	21	43%	63%	-20	9	33%	42%	-9	.	.	.	.	16	31%	56%	-25
	2022-2023	18	11%	57%	-46	10	.	35%	-35	.	.	.	.	16	13%	50%	-37
	2023-2024	8	38%	31%	+7	.	.	.	.	.	.	.	.	7	43%	28%	+15
English Language Arts (Common Core)	2019-2020	41	100%	96%	+4	18	100%	91%	+9	.	.	.	.	27	100%	94%	+6
	2020-2021	21	95%	99%	-4	12	92%	98%	-6	.	.	.	.	16	94%	99%	-5
	2021-2022	51	84%	84%	0	18	83%	63%	+20	.	.	.	.	34	79%	78%	+1
	2022-2023	29	69%	77%	-8	9	56%	52%	+4	.	.	.	.	23	70%	69%	+1
	2023-2024	49	69%	78%	-9	19	63%	57%	+6	6	50%	42%	+8	41	66%	71%	-5
Global History	2019-2020	44	100%	98%	+2	21	100%	95%	+5	7	100%	95%	+5	38	100%	97%	+3
	2020-2021	32	100%	100%	0	16	100%	100%	0	.	.	.	.	21	100%	100%	0
	2021-2022	44	82%	81%	+1	22	91%	57%	+34	.	.	.	.	34	79%	74%	+5
	2022-2023	31	65%	74%	-9	15	53%	44%	+9	.	.	.	.	22	59%	64%	-5
	2023-2024	28	75%	77%	-2	11	36%	50%	-14	.	.	.	.	24	71%	68%	+3
Global History Transition	2019-2020	15	67%	84%	-17	7	71%	76%	-5	.	.	.	.	11	73%	80%	-7
Living Environment	2019-2020	58	97%	96%	+1	20	90%	93%	-3	7	100%	94%	+6	47	96%	95%	+1
	2020-2021	25	100%	98%	+2	13	100%	97%	+3	.	.	.	.	20	100%	98%	+2
	2021-2022	26	85%	76%	+9	11	73%	53%	+20	.	.	.	.	20	85%	67%	+18
	2022-2023	13	54%	63%	-9	8	38%	36%	+2	.	.	.	.	9	56%	52%	+4
	2023-2024	33	24%	59%	-35	16	19%	33%	-14	.	.	.	.	29	21%	47%	-26
US History and Government	2019-2020	63	87%	97%	-10	23	96%	93%	+3	5	80%	92%	-12	43	84%	95%	-11
	2020-2021	33	100%	100%	0	14	100%	100%	0	.	.	.	.	19	100%	100%	0
	2021-2022	59	100%	100%	0	22	100%	100%	0	.	.	.	.	42	100%	100%	0
	2022-2023	37	92%	82%	+10	14	93%	60%	+33	.	.	.	.	31	94%	74%	+20
	2023-2024	31	77%	79%	-2	13	69%	56%	+13	.	.	.	.	26	73%	71%	+2

\*See NOTES (1), (2), (3), (4), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

NEW VENTURES CHARTER SCHOOL

### 3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

#### Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS
ELA	2016	63	89%	88%	+1	20	75%	66%	+9	.	.	.	.	39	87%	84%	+3
	2017	67	82%	89%	-7	30	70%	69%	+1	.	.	.	.	48	81%	86%	-5
	2018	64	83%	87%	-4	25	88%	71%	+17	.	.	.	.	45	78%	83%	-5
	2019	62	68%	81%	-13	26	62%	56%	+6	5	40%	54%	-14	48	60%	75%	-15
	2020	52	71%	80%	-9	19	68%	52%	+16	.	.	.	.	39	69%	74%	-5
Global History	2016	63	73%	84%	-11	20	55%	60%	-5	.	.	.	.	39	67%	80%	-13
	2017	67	75%	87%	-12	30	67%	66%	+1	.	.	.	.	48	73%	84%	-11
	2018	64	67%	86%	-19	25	76%	72%	+4	.	.	.	.	45	60%	83%	-23
	2019	62	61%	82%	-21	26	54%	68%	-14	5	40%	63%	-23	48	56%	79%	-23
	2020	52	56%	74%	-18	19	47%	45%	+2	.	.	.	.	39	51%	65%	-14
Math	2016	63	83%	88%	-5	20	65%	64%	+1	.	.	.	.	39	82%	85%	-3
	2017	67	76%	90%	-14	30	57%	69%	-12	.	.	.	.	48	79%	88%	-9
	2018	64	80%	91%	-11	25	84%	76%	+8	.	.	.	.	45	78%	89%	-11
	2019	62	71%	90%	-19	26	54%	74%	-20	5	60%	73%	-13	48	71%	87%	-16
	2020	52	71%	84%	-13	19	68%	61%	+7	.	.	.	.	39	69%	79%	-10
Science	2016	63	87%	87%	0	20	75%	64%	+11	.	.	.	.	39	85%	83%	+2
	2017	67	82%	90%	-8	30	70%	70%	0	.	.	.	.	48	83%	87%	-4
	2018	64	89%	91%	-2	25	80%	77%	+3	.	.	.	.	45	91%	88%	+3
	2019	62	84%	90%	-6	26	81%	77%	+4	5	60%	70%	-10	48	79%	88%	-9
	2020	52	83%	87%	-4	19	89%	71%	+18	.	.	.	.	39	79%	83%	-4
US History	2016	63	57%	84%	-27	20	60%	61%	-1	.	.	.	.	39	38%	79%	-41
	2017	67	60%	85%	-25	30	53%	66%	-13	.	.	.	.	48	54%	81%	-27
	2018	64	72%	84%	-12	25	72%	69%	+3	.	.	.	.	45	67%	80%	-13
	2019	62	55%	80%	-25	26	54%	64%	-10	5	20%	64%	-44	48	54%	76%	-22
	2020	52	46%	74%	-28	19	32%	47%	-15	.	.	.	.	39	44%	66%	-22

\*See NOTES (1), (2), (3), (4), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### 3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

#### High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS	Charter Total Cohort	New Ventures CS	NYS	Differential to NYS
2016 Cohort	4 Year	63	30%	85%	-55	20	25%	63%	-38	.	.	.	.	39	18%	80%	-62
	5 Year	70	60%	88%	-28	20	55%	69%	-14	5	60%	70%	-10	40	45%	83%	-38
	6 Year	72	75%	89%	-14	21	76%	72%	+4	.	.	.	.	41	66%	85%	-19
2017 Cohort	4 Year	67	34%	86%	-52	30	33%	65%	-32	.	.	.	.	48	33%	81%	-48
	5 Year	80	59%	89%	-30	38	55%	72%	-17	5	80%	75%	+5	52	54%	85%	-31
	6 Year	81	70%	90%	-20	35	71%	73%	-2	5	80%	76%	+4	51	67%	86%	-19
2018 Cohort	4 Year	64	31%	87%	-56	25	36%	69%	-33	.	.	.	.	45	29%	82%	-53
	5 Year	75	64%	89%	-25	31	68%	74%	-6	.	.	.	.	57	60%	85%	-25
	6 Year	73	75%	90%	-15	30	77%	75%	+2	.	.	.	.	53	68%	86%	-18
2019 Cohort	4 Year	62	44%	86%	-42	26	42%	69%	-27	5	40%	68%	-28	48	40%	82%	-42
	5 Year	63	60%	89%	-29	29	55%	73%	-18	5	60%	72%	-12	48	54%	85%	-31
2020 Cohort	4 Year	52	50%	86%	-36	19	47%	69%	-22	.	.	.	.	39	44%	81%	-37

\*See NOTES (2) and (3).

### 3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

#### Third Year On-Track to Graduate – Target = 75%

New Ventures CS	All Students			SWD			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	37	26	70%	14	7	50%	30	22	73%
2018	27	20	74%	15	11	73%	18	14	78%
2019	27	23	85%	12	9	75%	17	14	82%
2020	24	18	75%	11	8	73%	19	13	68%
2021	58	17	29%	22	6	27%	43	10	23%

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

NEW VENTURES CHARTER SCHOOL

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

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

New Ventures CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	180	147	82%
2020-2021	180	139	77%
2021-2022	180	153	85%
2022-2023	180	155	86%
2023-2024	180	131	73%

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

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

	SWD			ELL			ED		
	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District
2019-2020	38%	20%	+18	5%	7%	-2	76%	56%	+20
2020-2021	41%	22%	+19	5%	8%	-3	76%	58%	+18
2021-2022	42%	22%	+20	3%	8%	-5	71%	58%	+13
2022-2023	40%	22%	+18	4%	9%	-5	78%	61%	+17
2023-2024	39%	21%	+18	6%	9%	-3	80%	64%	+16

\*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 Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District	New Ventures CS	NYC CSD 31	Differential to District
2019-2020	56%	91%	-35	51%	86%	-35	100%	86%	+14	67%	89%	-22
2020-2021	61%	92%	-31	69%	86%	-17	50%	79%	-29	64%	90%	-26
2021-2022	72%	88%	-16	69%	76%	-7	67%	81%	-14	73%	87%	-14
2022-2023	67%	89%	-22	64%	82%	-18	50%	78%	-28	74%	87%	-13
2023-2024	43%	92%	-49	38%	89%	-51	100%	90%	+10	39%	90%	-51

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

# 2024 NYSED Charter School Information Dashboard

## Notes

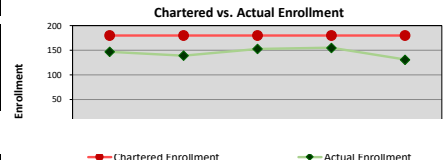
- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups 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 VENTURES CHARTER SCHOOL

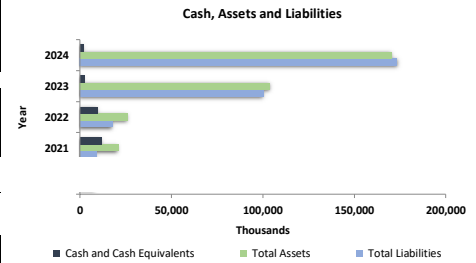
Grades Served  
Maximum Chartered Grades Served  
Chartered Enrollment  
Maximum Chartered Enrollment  
Actual Enrollment

2019 20	2020 21	2021 22	2022 23	2023 24
10-12	10-12	10-12	10-12	10-12
10-12	10-12	10-12	10-12	10-12
180	180	180	180	180
180	180	180	180	180
147	139	153	155	131



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

7,274,256	11,739,285	9,762,876	2,111,767	1,917,481
454,790	1,235,529	1,725,640	3,483,095	803,261
490,480	479,159	33,914	66,107	101,499
351,436	1,154,406	444,619	225,555	329,955
8,570,962	14,608,379	11,967,049	5,886,524	3,152,196



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

5,151,433	5,731,656	12,925,297	12,842,426	12,120,379
195,000	220,000	245,000	350,000	375,000
321,011	321,011	752,491	983,972	1,215,452
242,074	-	200,868	83,782,806	153,250,724
5,909,518	6,272,667	14,123,656	97,959,204	166,961,555
14,480,480	20,881,046	26,090,705	103,845,728	170,113,751

Total Current Liabilities  
Long-Term Liabilities

2,312,200	453,467	4,667,648	1,600,302	2,739,609
-	2,729,274	-	3,532,326	3,370,796
119,740	-	-	-	-
-	-	115,113	-	-
3,480,236	724,505	-	3,826,075	3,900,481
5,912,176	3,907,246	4,782,761	8,958,703	10,010,886

Long-Term Liabilities

1,884,802	1,818,151	3,163,307	-	-
745,292	3,159,257	9,961,980	91,184,870	163,236,446
2,630,094	4,977,408	13,125,287	91,184,870	163,236,446
8,542,270	8,884,654	17,908,048	100,143,573	173,247,332

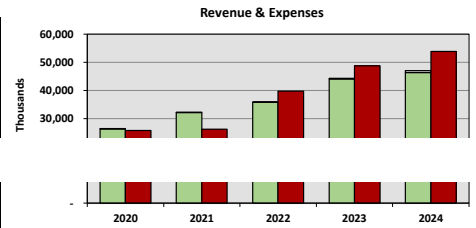
NET ASSETS

5,469,836	11,501,760	7,725,476	3,702,155	(3,148,040)
468,374	494,632	457,181	-	14,459
5,938,210	11,996,392	8,182,657	3,702,155	(3,133,581)
14,480,480	20,881,046	26,090,705	103,845,728	170,113,751

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

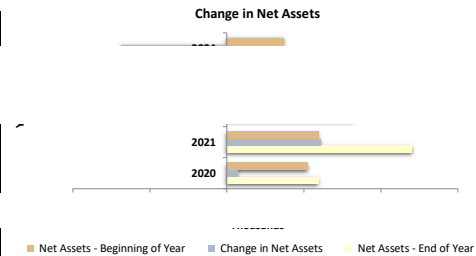
15,849,513	17,100,433	21,104,308	25,634,841	28,799,926
6,413,016	7,206,925	7,759,731	8,492,959	8,939,510
-	2,285,969	3,843,141	5,176,692	6,055,118
1,643,455	1,269,007	2,191,472	3,683,307	1,409,476
2,437,993	689,527	353,100	427,877	425,325
57,627	3,595,171	533,686	699,375	686,730
26,401,604	32,147,032	35,785,438	44,115,051	46,316,085



Total Program Services  
Supporting Services

13,500,804	13,425,130	21,375,179	27,200,217	31,043,762
7,723,626	7,982,306	11,075,340	13,679,847	16,057,546
-	-	-	-	-
21,224,430	21,407,436	32,450,519	40,880,064	47,101,308

4,257,406	4,534,290	6,905,713	7,730,510	6,513,226
295,598	287,410	355,338	136,168	219,671
4,553,004	4,821,700	7,261,051	7,866,678	6,732,897
25,777,434	26,229,136	39,711,570	48,746,742	53,834,205
624,170	5,917,896	(3,926,132)	(4,631,691)	(7,518,120)



Net Assets - Beginning of Year  
Net Assets - End of Year

-	13,673	6,475	91,811	249,051
66,314	126,613	30,750	59,378	414,683
-	-	-	-	18,650
-	-	75,172	-	-
66,314	140,286	112,397	151,189	682,384
690,484	6,058,182	(3,813,735)	(4,480,502)	(6,835,736)
5,247,726	5,938,210	11,996,392	8,182,657	3,702,155
5,938,210	11,996,392	8,182,657	3,702,155	(3,133,581)

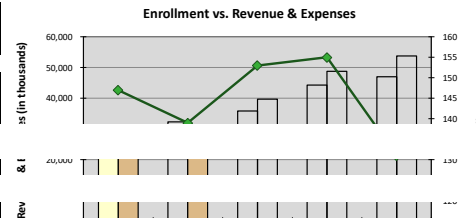
REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

179,603	231,274	233,892	284,613	353,558
451	1,009	735	975	5,209
180,054	232,283	234,626	285,589	358,767

Total Revenue  
Expenses - Per Pupil

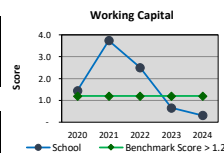
144,384	154,010	212,095	263,742	359,552
30,973	34,688	47,458	50,753	51,396
175,357	188,698	259,553	314,495	410,948
82.3%	81.6%	81.7%	83.9%	87.5%
17.7%	18.4%	18.3%	16.1%	12.5%
2.7%	23.1%	9.6%	9.2%	12.7%



1.97  
3.00  
1.38  
0.19  
(0.48)  
Strong  
Strong  
Adequate  
Needs Monitoring  
Needs Monitoring

WORKING CAPITAL

2,658,786	10,701,133	7,184,288	(3,072,179)	(6,858,690)
1.4	3.7	2.5	0.7	0.3
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard



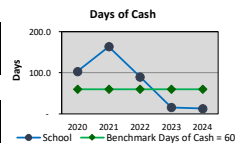
DEBT TO ASSET

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

0.6	0.4	0.7	1.0	1.0
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

CASH POSITION

103.0	163.4	89.7	15.8	13.0
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard



TOTAL MARGIN

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

0.0	0.2	(0.1)	(0.1)	(0.1)
Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard