



## New York State Education Department

### ***2023-2024 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework***

#### **South Bronx Classical Charter School**

**Renewal Site Visit Date(s): November 16-17, 2023**

**Date of Final Draft Site Visit Report: March 8, 2024**

**Date of Final Site Visit Report: April 3, 2024**

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**ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

**ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD**

## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	South Bronx Classical Charter School
<b>Board Chair</b>	Jacob Elghanayan
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 12
<b>Initial Commencement of Instruction</b>	Fall 2006
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: December 9, 2005 - December 8, 2010</li> <li>• First Renewal: December 9, 2010 - June 30, 2015</li> <li>• Second Renewal: July 1, 2015 - June 30, 2019</li> <li>• Third Renewal: July 1, 2019 - June 30, 2024</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 8 / 500 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8/ 500 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	977 Fox Street, Bronx, NY 10459 - Private Space
<b>Mission Statement</b>	<i>South Bronx Classical Charter School prepares K-8 grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State's Performance Standards.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Classical Framework</li> <li>• Rigorous and Organized Curriculum</li> <li>• Effective Teaching</li> <li>• Structured Environment</li> <li>• Development of Respectful, Compassionate, and Productive Citizens</li> <li>• Family Engagement</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	None

**Innovative and Noteworthy Programs:** South Bronx Classical Charter School (SBCCS) has developed an effective program for new teachers and ongoing development of veteran teachers. The ClassiCorps program takes recent college graduates and provides them with training and support to become classroom teachers. In addition, the professional development program provides all teachers with choice and access to a variety of academic and social emotional learning topics. As a result, in 2023, 89 percent of students were proficient in English language arts and 99 percent were proficient in math based on the New York State Testing Program (NYSTP) 3-8 assessment results.

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

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

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	500	500	500	500	500

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

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	500	500	500	500	500

## 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**.

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<sup>2</sup> This proposed chart was submitted by South Bronx Classical 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.

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 South Bronx Classical Charter School on November 16-17, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, new teachers, and student support staff.

The team conducted twenty-one classroom observations in K - Grade 8. The observations were approximately 15 minutes in length and conducted jointly with instructional leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

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

## BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 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>**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic 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>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. 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>Approaches</b>

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

### *Summary of Findings*

- South Bronx Classical Charter School is in year 18 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: Meets for eight benchmarks and Approaches for two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** SBCCS has a strong academic program in place as evidenced by their students' scores on state exams, including those of at-risk sub-groups. The school has a rigorous curriculum that continues to evolve to meet the needs of its students and to become more culturally responsive. The school's pedagogy is engaging and provides regular access to small group instruction and interventions. The school maintains a robust student support team to address both academic and social emotional needs. The school's board has been relatively stable and has a clear understanding of its governance responsibilities. The school has a strong leadership team that is supported by network staff and provides ample support to teachers.
- **Summary of Challenges:** SBCCS has met its overall enrollment targets but compared to the district of location (DOL) the school continues to enroll and retain smaller percentages of students with disabilities (SWD) and economically disadvantaged (ED) students. The school is also working to increase the number of teachers who are certified.



### **Benchmark 1: Student Performances**

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

#### **Finding: Meets**

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

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

SBCCS consistently demonstrates high performance in all subjects and for all students and subgroups. On the 2023 NYSTP 3-8 Assessments, 89 percent of students were proficient in ELA and 99 percent were proficient in math. ELA performance exceeded the district of location by 58 percentage points and the school exceeded the district by 70 percentage points in math. Moreover, the school outperformed the state proficiency rates by 41 percentage points in ELA and 48 percentage points in math. Similarly, 73 percent of SWD and 85 percent of English language learner(s) (ELL) were proficient in ELA and 96 percent of SWD, and 97 percent of ELL students were proficient in math, well above the district of location.

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

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to 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. <i>Instruction</i>	<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. <i>Assessment and Program Evaluation</i>	<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>
4. <i>Supports for Diverse Learners</i>	<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> <li>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</li> </ul>

Element

Indicators

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

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

- ES/MS:
  - SBCCS uses and refines curriculum developed by Classical Charter Schools.
  - There are 100 minutes of math daily; three math blocks include a daily lesson, a reteach block and number stories.
  - Three hours daily devoted to ELA. Elementary ELA instruction includes phonics, grammar, writing, read-alouds, guided reading, close reading, and textual analysis. Middle school ELA includes grammar, writing, reading, and textual analysis.
  - The school’s science curriculum is based on Next Generation Science Standards.
  - Students start taking Latin beginning in Grade 3.
  - Fountas & Pinnell Running Records assessments are administered six times per year. The school also uses unit assessments and interim assessments to evaluate student achievement and growth.
  - Students in Grade 8 have opportunities to take Regents-level classes in Algebra I, Living Environment, and United States History.

**Academic Program for SWD and ELL:**

- SWD:
  - SBCCS provides special education teacher support services (SETSS).
  - The school operates an At-Risk Program utilizing small group instruction to provide additional comprehension and guided reading blocks, which also includes phonics and word work. The school also uses the Leveled Literacy Intervention (LLI) program.
  - The school provides in-house speech and language therapy as well as counseling for students whose IEPs mandate it.
- ELL:
  - SBCCS uses structured immersion to develop English proficiency.
  - Small group instruction and interventions are used to provide supplemental literacy instruction, including comprehension, guided reading, phonics, word work, and LLI.

**Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

- **Indicator a:** The school has a comprehensive curriculum in place, and student performance on the NYSTP 3-8 assessments indicate it is well aligned with state standards. According to the school’s

renewal application “South Bronx Classical Charter School (SBCCS) builds, uses and refines the curricula initially developed by Classical Charter Schools.” Moreover, unit and lesson plans are fully developed for the year. The renewal application states, “Teachers know at the start of the academic year exactly what lessons they are going to teach each day, since each day of instruction has been mapped on an automated and online instructional calendar.” Interviewed teachers said they appreciate the thought put into the curriculum. The school’s renewal application indicates English language arts (ELA) includes Phonics (K-1), Grammar (1-8), Writing (K-8), Read Aloud (K-5), Reading (6-8), Guided Reading (K-6), Close Reading (K-6), and Textual Analysis (3-8). Math is organized around three main blocks: a daily math lesson, where scholars systematically cover standards outlined by the Next Generation Standards; reteach block, where teachers fill knowledge/skill gaps in response to data from unit and interim assessments; and number stories, where scholars solve a rigorous word problem. In addition, all students study science and social studies; the renewal application notes that “beginning in 2020, we have incorporated ‘Classical Conversations’ as part of our Social Studies curriculum to allow classrooms to explore current events and topics connected to Diversity, Equity and Inclusion in greater depth.” In keeping with its classical model, SBCCS students begin the study of Latin in Grade 3.

- **Indicator b:** SBCCS’s curriculum is horizontally and vertically aligned. The school’s renewal application indicates “SBCCS has a rigorous, sequential, and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades.” Interviewed teachers described daily “stand up” meetings that allow them to align lessons across subjects. According to the 2023 NYC Teacher Survey, 94 percent of respondents agreed “curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.”
- **Indicator c:** Interviewed school leaders, student support staff, and teachers described myriad opportunities for targeted small group instruction that uses differentiated curriculum, including re-teach classes based on the assessed needs of students. According to the school’s renewal application, “While the general curriculum remains unified across the schools and is universally used across whole class instruction, our Scholar Services Team draws on their specific training and scholar-specific knowledge to adapt the curriculum to reinforce, supplement, or even introduce (“pre-teach”) content being taught in the whole class during SETSS instruction.” Teachers described a number of curriculum resources relevant to ELL instruction, such as the use of anchor charts and manipulatives.
- **Indicator d:** SBCCS has a systematic process for reviewing and revising its curriculum. While most of the school’s curriculum is developed at the network level, interviewed school leaders described the role of teachers via a systematic audit process. The renewal application indicates “At the end of each instructional year, grade teams come together to create a curricular audit. This audit document outlines suggested changes for the curriculum based on that year’s data and newly learned best practices.” Interviewed teachers felt the school leaders are open to their feedback and they have the flexibility to adapt lessons to meet their students’ needs. Moreover, they felt having lessons already developed for them allows them to focus on their students. School leaders also noted that teachers can propose changes to the curriculum; for example, they initiated a new read aloud unit focused on diversity and equity. In addition, the school’s renewal application describes a network curriculum team composed of director of curriculum and instruction, curriculum manager, curriculum planners, and teachers that ensures “our curriculum, in all grades and in all subjects, is fully aligned with the New York State Learning Standards.” Interviewed school leaders also described a three-year project initiated in 2020 to make the curriculum more

culturally responsive, to put “mirrors in the curriculum.” They also noted that deans audit the character education curriculum annually.

2. Element: **Instruction:**

- **Indicator a:** The school has a clear instructional model based on classical education. According to the school’s renewal application the key components of this model are “a focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts.” The school also emphasizes higher order thinking skills. For example, the school’s renewal application indicates “scholars starting as young as kindergarten are exposed to higher-level exploratory thinking and discussion throughout the day, but especially during our 45-minute problem solving block called Number Stories.” According to the 2023 NYC Teacher Survey, 97 percent of respondents agreed “The principal/school leader at this school...makes clear to the staff their expectations for meeting instructional goals.” The school maintains lesson plans that articulate pedagogical practices. The renewal application states “These lesson plans are heavily detailed and outline exactly what objectives will be taught, how they should be taught, and the time allotted for each section of the lesson. The plans include details on instructional strategies to use...” Interviewed school leaders noted, however, that teachers do not use scripted lessons for morning meetings and classical conversations. School leaders also described some changes in their pedagogical approach proposed by instructional coaches, namely a shift from teacher modeling to letting students first grapple with new concepts and tasks.
- **Indicator b:** During classroom observations, students were consistently engaged in learning activities. Clear procedures were in place, including expectations for sitting in “scholar position,” tracking speakers, using hand signals, and raising hands to speak. Lessons were purposeful with clear learning objectives. Many classes were teacher led, though a number used strategies such as turn and talks to have students engage with each other. Teachers used strategies such as cold calling to engage all students. In addition to often reminding students about behavioral expectations, many teachers also used positive feedback to reinforce those expectations. Lessons were generally well paced, with some teachers using timers. In some classes teachers circulated, checking for understanding and monitoring individual student performance. There was some evidence of higher order questioning, such as a teacher who followed up a student’s answer by asking “Why is that important?”
- **Indicator c:** Instruction is differentiated primarily through small group instruction and interventions. SBCCS employs a number of grade specific and cross grade learning specialists to enable frequent targeted push-in and pull-out small group instruction. According to the school’s renewal application “special student populations receive far more small-group instruction than is typical.” SBCCS’s renewal application also indicates “Service providers also help to develop general educators’ knowledge of specific instructional strategies to best instruct scholars with special needs...” According to the 2023 NYC Teacher Survey, 75 percent of respondents agreed “I am able to...modify instructional activities and materials to meet the developmental needs and learning interests of all my students.”
- **Indicator d:** SBCCS has a robust professional development (PD) program. Interviewed school leaders reported summer training across the network as well as school-specific kick-off agendas followed by monthly formal PD during the school year with sessions for teachers and leaders. School leaders described their PD model as “structured choice,” with additional days for new staff and some mandated training, such as computer-based testing. According to the school’s renewal application, professional development is a critical component of our instructional development system. New teachers receive professional development for ten days in August. Our returning

staff attends seven (7) days of professional development. In each subsequent month, teachers receive three (3) hours of network-wide professional development. During these sessions, teachers learn instructional and curricular strategies that they can immediately implement in their classrooms. During August PD, teachers attend sessions ranging from strategies to increase math fact fluency, to motivating readers, to planning Close Reading effectively.” In addition, the school’s renewal application indicates teachers and instructional coaches collaborate on instructional goals and move teachers systematically through increasingly complex instructional goals to ensure continuous improvement.

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

- **Indicator a:** The school’s renewal application describes the use of a variety of diagnostic, formative and summative assessments; it states, “During the year, teachers and administrators use data generated through internal assessments, including quizzes, unit assessments and interim assessments, to drive general weekly team meetings and professional development meetings.” Evidence of assessment results was posted in both administrative offices and classrooms.
- **Indicator b:** According to focus groups with school leaders and teachers, grade team meetings are the primary venue for reviewing student data and action planning. The renewal application indicates teams meet weekly with instructional coaches to analyze and discuss data from that week’s assessments and develop plans for remediation and differentiation.
- **Indicator c:** Interviewed school leaders and staff described regular, ongoing analysis of data to inform practice and evaluate programs. According to the school’s renewal application, “Once all assessment information and data are collected, it is then “thin sliced” into various cohorts and levels of granularity that aid all stakeholders in their ability to identify next steps. These levels of granularity include scholar, classroom, teacher, grade, IEP status, ELL status, gender, etc.”
- **Indicator d:** SBCCS uses a variety of assessments to evaluate student progress toward standards. For example, the school’s renewal application notes the use of ongoing Fountas & Pinnell Running Records, regular unit assessments and interim assessments three times per year.

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

- **Indicator a:** SBCCS has identification systems in place for at-risk students. Students Services staff described a robust response to intervention (RTI) system continuously focused on the bottom percentile of students and indicated that they do not make referrals for special education evaluations without utilizing numerous intervention strategies first. They also said that they are transparent with parents about the special education services offered and reported about half who are eligible for more intensive services choose to stay at the school. Moreover, they indicated increased success with these students. On the other hand, the focus group with student support staff revealed that as the curriculum gets harder in the upper grades some parents choose to move students needing more intensive support to other schools. With regard to identifying ELL students, interviewed school leaders reported changing their approach to administering the home language survey; they now rely on interviews instead of paper surveys to collect accurate information about student needs.
- **Indicator b:** SBCCS has a coherent program of targeted interventions for at-risk students. The school employs a number of learning specialists who are assigned to specific grades or multi-grade bands to provide push-in supports or pull-out small group instruction. The school’s renewal application indicates that “Guided Reading, Close Reading and Number Stories are three extended times where scholars are given multiple opportunities for discourse. These blocks are opportunities to scaffold for struggling scholars and to push advanced learners forward, as the

particular texts and questions are modified based on scholar need.” In addition, the renewal application describes a number of targeted intervention programs for below level students, including a reading comprehension and guided reading block with five or fewer scholars, targeted phonics and word work to support scholars struggling with fluency and decoding, and Leveled Literacy Intervention (LLI). Finally, students in the bottom 20<sup>th</sup> percentile are sent to summer school. For SWD, the school provides special education teacher support services (SETSS) as well as mandated counseling and speech; the school contracts for occupational and physical therapy. The in-house speech team supports students with IEPs as well as other students with parent permission.

For ELL students, the school uses a structured immersion approach. The renewal application notes “Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the scholars’ comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total ‘mainstreaming’ or declassification due to reaching English proficiency.” While the school does not have specific ENL teachers or classes, school leaders indicated that most ELL students graduate out of ELL status by Grade 3 as a result of the school’s numerous literacy interventions. Interviewed teachers noted a variety of strategies employed to support their ELL students, including small group instruction, anchor charts, verbal explanations, and manipulatives.

According to information provided by the local Committee on Special Education (CSE), South Bronx Classical Charter School is responsive to parent requests and offers resources to assist families. The school also has a positive working relationship with the CSE, as they submit the teacher reports in advance of IEP meetings and timely enter the Present Levels of Performance and goals into the IEPs. One area of concern for the CSE is that the school requests many initial referrals. The teachers have a good understanding of specially designed instruction and provide it to their students with IEPs. According to the 2023 NYC Family Survey, 97 percent of respondents agreed “I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.”

- **Indicator c:** School leaders and student support staff reported in focus groups the regular use of progress monitoring for at-risk students. For example, the reteach block is unscripted and sometimes leveled to target instruction to assessed needs. Interviewed student support staff described use of a speech progress monitoring tool administered three times per year. The SBCCS renewal application indicates that the school “added a new layer of data review. Every 6 weeks, our School Directors, Scholar Services Team Manager, and Director of Scholar Services meet to review school-wide data. For any scholar with an IEP that is in the bottom 20<sup>th</sup> percentile, we create a short-term, 6 week-plan. This plan is created collaboratively with teachers, families, and SST with mutual accountability for success. For scholars who are in the 0-10<sup>th</sup> percentile, key stakeholders review progress weekly; for scholars who are in the 11<sup>th</sup> – 20<sup>th</sup> percentile, key stakeholders review progress monthly.” In addition, the renewal application indicates service providers are expected to observe scholars in the general education setting frequently to evaluate carryover. According to the 2023 NYC Teacher Survey, 91 percent of respondents agreed with the statement “I am able to...monitor progress on Individualized Education Program goals for my SWD.”

**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**

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.

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

<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).



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

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educational program. The school has a McKinney-Vento Coordinator that staff can identify.

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

- **Indicator a:** School leaders indicated that chronic absenteeism is very low at SBCCS; at the time of the renewal visit they reported two students fit the category. The school has systems in place to address chronic absenteeism. According to the SBCCS renewal application “Deans will offer various types of support such as wake up calls, home visits to help with organization, incentive chart for bedtime or wake-up procedures, and incentives for arriving on time. For some scholars, Summer Learning Academy is required to make up for lost learning time and ensure a solid foundation before promotion to the next grade. In extreme and rare circumstances, scholars have been retained into the same grade due to lost learning time not meeting the minimum requirement required for promotion.” The renewal application also indicates close monitoring of attendance data, stating “Deans analyze attendance data on a weekly basis including lateness and absences. Deans also meet with the counseling team on a bi-weekly basis to discuss school data, including attendance, to support putting appropriate next steps in place. The Dean team has a set absence amount to trigger next steps to ensure family communication and appropriate support can be put in place.”
- **Indicator b:** Interviewed school leaders indicated the school uses a tiered approach to in-school suspension, with minor infractions resulting in short time periods out of class for reflection or placement in another classroom in the same grade band. Interviewed student support staff reported efforts to limit out of school suspension, noting that mistakes can be an opportunity to learn. According to the school’s renewal application “To support scholars who have been out of school suspended, Deans create a tailored response plan to ensure scholars can learn during out of school suspension and are welcomed back to the school community with goals and support for success. During a suspension, scholars are offered an Alternative Learning Program so they may remain on top of their academics while being out of the school community. When a scholar returns from suspension, the Dean will meet with the scholar to support their re-entrance to the community.” The school also has strategies in place to address repeat suspension. For example, the renewal application indicates “Deans and the Counseling team work together to create supports in and out of the classroom which can include a behavior chart, a check-in/check-out system, or other Dean or Counselor led supports to help grow the necessary skills. Deans will also often create a school-to-home support plan that includes the family in the communication and incentive plan to create an open dialogue and ensure families feel supported.”
- **Indicator c:** SBCCS has procedures in place to evaluate school culture and climate. The school’s renewal application indicates the school community is asked to fill out a network survey two times per year to gauge school climate among classrooms, teaching staff, and family satisfaction. In addition, the renewal application reports “Deans and other leadership staff, such as Instructional Coaches, grade team leaders, and/or School Director participate in school walk throughs with a lens towards scholar engagement and joy, use of character pillars through the school community,

social emotional learning during times like recess or meals, and whole school transitions throughout different times of day.”

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

- **Indicator a:** SBCCS takes a deliberate approach to establishing and maintaining a school culture conducive to learning. Interviewed school leaders described school culture as “strict and caring” with behavioral expectations communicated clearly to students, staff and parents. SBCCS has an articulated behavior management system in place. The renewal application indicates “Our scholars adhere to a code of conduct that sets clear behavioral expectations. Our behavior management system is consistent across each grade and classroom, which offers structure as scholars are promoted within the school, and it allows teachers to focus on teaching and scholars to focus on learning. The behavior management system is based on the concept that clear expectations and consistency create safe, respectful environments in which scholars can thrive. Exemplary behavior, strong work ethic, and high academic achievement are celebrated school-wide through daily praise and shout outs, extrinsic incentives and prizes, and Community Gathering celebrations.” School leaders also noted that at the beginning of the year they review SWD’ IEPs to identify specific behavior management strategies and consequences.
- **Indicator b:** The school uses a tiered approach to behavioral interventions. According to the school’s renewal application “Time is dedicated at the start of the year as well as on a weekly basis as part of Morning Meeting to discuss classroom norms and expectations and reflect on how the class community can grow to embody our shared vision more directly for cultural excellence... Additionally, the behavior management system is focused on teaching scholars the skills and strategies needed to support self-regulation and reflection.” School leaders noted that in the lower grades teachers use a traffic light system to indicate the degree to which students are meeting expectations. Teachers also use classroom “cool down corners” and reflection desks to handle minor issues and can call on the Deans for assistance with more serious problems. On the day of the visit use of the traffic light system and reflection desks were evident in multiple in classrooms. During observations of classrooms, some teachers tracked behavior points on clipboards, rewarding good behavior and correct answers. In focus groups, school leaders noted that the system of behavior awards has led to a reduction in repeat behavior referrals.
- **Indicator c:** During the renewal visit the school was calm and orderly with smooth transitions between classrooms and students generally engaged and on task within classrooms. According to the 2023 NYC Family Survey, 98 percent of respondents agreed “At this school my child is safe.” On the 2023 NYC Student Survey, 83 percent of respondents reported feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of this school and 92 percent indicated they feel safe in their classes. Moreover, 83 percent of respondents reported feeling safe when learning.
- **Indicator d:** Interviewed school leaders reported that bullying was a concern raised by parents and surveys and social media has made it an increasingly challenging problem. According to the 2023 NYC Teacher Survey, 56 percent of respondents agreed that “students harass, bully, or intimidate other students” and on the 2023 NYC Student Survey, 57 percent of respondents felt that “at this school students harass, bully, or intimidate other students” some or most of the time. School leaders said they take a “zero tolerance” approach to bullying through restorative interventions and communication with parents. The renewal application indicates that parents have direct contact with deans via phone calls or the school’s online parent portal to share concerns. Interviewed school leaders did note that SBCCS staff initiated a kindness committee.
- **Indicator e:** Classroom environments are conducive to learning and generally free from disruption. The school’s renewal application states “All staff are given extensive training on the behavior management system in order to ensure consistency across classrooms as well as

respectful and equitable implementation of the system with scholars.” In observed classrooms routines were used with frequent reminders for students to maintain behavioral expectations. Most students were consistently engaged in their learning activities, and most teachers effectively redirected the few students who were observed off task.

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

- **Indicator a:** According to the 2023 NYC Family Survey, 98 percent of respondents agreed “My child’s school communicates with me in a language that I can understand.” And on the 2023 NYC Student Survey, 91 percent of respondents agreed “Adults at this school communicate with me in a language that I can understand.”
- **Indicator b:** According to the school’s renewal application “We implement a number of measures to ensure that parents are actively engaged with the school. SBCCS hosts two mandatory parent-teacher conferences each year to ensure that parents and teachers formally meet to discuss student progress. Additionally, teachers are expected to communicate with parents throughout the year, and after each major assessment, to ensure there is constant communication regarding scholar academic progress, successes, and concerns. SBCCS holds six (6) Community Gatherings per year as a way for the entire school community (scholars, teachers, staff, and parents) to come together to celebrate scholars’ character achievement and growth as well as monthly Parent Academies, workshop for our families that provides resources and skill-based trainings that support our mission. We also have a Family Advisory Council (“FAC”) that meets with the Deans of Students to relay parental concerns as well as develop mission-aligned programs to support our scholars and families.” On the 2023 NYC Family Survey, 95 percent of respondents agreed “The principal/school leader at this school...ensures families are comfortable communicating with the school.” Moreover, 95 percent of respondents agreed “Teachers work closely with me to meet my child’s needs.” and 96 percent of respondents said they often or sometimes communicated with their child’s teachers about their child’s performance. Finally, 93 percent of respondents said they have attended a school meeting, school event, or parent-teacher conference.
- **Indicator c:** SBCCS assesses family satisfaction. According to the school’s renewal application, “SBCCS relies on parent feedback, including the data from the NYC School Quality Guide, and our own internal parent surveys, to assess, measure, and evaluate family satisfaction with our school’s learning environment.” In addition, the renewal application states “We solicit feedback from all stakeholders both formally and informally throughout the year and work towards implementing changes that will better support our mission and strengthen our school climate... As we have had a high response rate each year, this data is statistically significant and we regularly refer to it to evaluate all aspects of the school, including professional development, instructional support, the quality of Scholar Services, the strength of the school’s culture, and leadership ability. The results of these surveys drive real change within our school and keep our staff and families highly engaged.”
- **Indicator d:** SBCCS is responsive to parents. Interviewed school leaders reported that teachers address most parent issues, with deans handling most of the rest. On the 2023 NYC Family Survey, 99 percent of respondents said they were satisfied with “The response I get when I contact this school.” Furthermore, 95 percent of respondents agreed “I see feedback from parents/guardians put into action at this school.”
- **Indicator e:** The school’s renewal application indicates “We share broadly our school-level internal and NYS state test data with all stakeholders, including families, scholars, our sister schools, and other key stakeholders. We study our performance data in many ways, including conducting year-over-year analysis as a way to evaluate the growth of our curriculum, instruction, and scholars.”

- **Indicator f:** School leaders indicated few students opt of testing at SBCCS. As noted above, the school shares its testing results regularly and its annual report is posted online.

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

- **Indicator a:** SBCCS has systems, programs, and curriculum in place to support the social-emotional and mental health needs of its students. The school’s renewal application states “SBCCS also prioritizes social-emotional learning for scholars through implementing new network structures of daily recess and morning meetings. Through recess, scholars have opportunities to engage in creative play, corporative learning with their peers and conflict resolution. The school day begins with morning meeting in order to allow scholars an opportunity to set goals for the day and engage in social emotional learning in order to strengthen their classroom community and learn skills that will allow them to engage more productively with their peers.” SBCCS also provides one hour of character education each week, according to the school’s renewal application, and interviewed school leaders noted that character education was revamped in 2020 to include community circles where students can talk about controversial issues. According to the 2023 NYC Family Survey, 91 percent of respondents agreed “My child’s school will make me aware if there are any concerns about my child’s social or emotional well-being.”
- **Indicator b:** School leaders collect and use data to track the social-emotional needs of students. The renewal application notes that teachers plan daily morning meeting activities to target social-emotional learning goals and utilize monthly behavior data meetings to make purposeful goals for this block. Focus groups with school leaders and student support staff noted regular monitoring of behavior referrals and deans and counselors said they track student data to identify students and families in need of support.
- **Indicator c:** School leaders collect and use data regarding the impact of social emotional programs. Based on focus groups with school leaders and staff, a variety of social emotional data is reviewed and used to inform program design and refinements. For example, school leaders noted quantitative data such as behavior referrals and qualitative data such as observed impacts on students with behavior issues. Similarly, the school’s renewal application indicates “Deans of Students, the counseling team and teachers work collaboratively to review behavior data on a monthly basis to identify trends in order to determine scholars or classrooms that require additional behavior support. Scholar behavior plans, counseling referrals, and teacher support plans are implemented, as needed, to ensure all scholars and classrooms can excel within our behavior management system.”
- **Indicator d:** The school has a robust PD program that addresses social emotional learning. School leaders indicated that during monthly PD sessions, all teachers are required to take at least one related to social emotional learning. They have also offered sessions on diversity, equity and inclusion. In addition, the school’s counselors and deans work closely with teachers to develop their classroom management skills and implement character education and social emotional learning.
- **Indicator e:** School leaders indicated SBCCS has a small number of McKinney-Vento eligible students who they work to keep in the school. They are provided with specialized busing, counseling, assistance with fees and extra uniforms.

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

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

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

#### **Summative Evidence for Benchmark 4:**

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

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

#### **Financial Condition**

South Bronx Classical Charter School is part of the Classical Charter Schools education corporation. Classical Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

#### **Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Classical Charter Schools' 2022-2023 composite score is 2.02.

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

<b>Year</b>	<b>Composite Score</b>
2018-2019	2.84
2019-2020	2.47
2020-2021	2.73
2021-2022	2.12
2022-2023	2.02

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

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

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

#### 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 Classical Charter Schools' 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

**Benchmark 6: Board Oversight and Governance**

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

**Finding: Meets**

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

**Summative Evidence for Benchmark 6:**

Over this charter term, the trajectory for this benchmark has remained consistent as a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

- **Indicator a:** The board evaluates the network leader, who in turn evaluates individual school leaders. Interviewed network leadership indicated that the process entails the executive director writing an annual memo, which the board reviews along with performance data and staff survey results. Interviewed board members described a detailed rubric for leadership evaluation that is



summarized in a letter to the network executive director. In addition, board members reported using a self-evaluation matrix once a year.

- **Indicator b:** The board recruits and selects board members with a diverse set of skills and expertise pertinent to governing a charter school, including education, real estate, law, and finance. Interviewed board members indicated a goal of recruiting more members with education expertise. Although some of the members have ties to the Bronx, the board is not necessarily representative of the community. For example, none of the board members live or work in the Bronx or have family members who attend or work at SBCCS. During the visit, the site visit team asked about if the board ever considered trying to recruit a parent from one of the network schools to provide a more local perspective. They indicated that they had no objection to the idea, but that they had never thought about it. In addition, “increasing board diversity” has been one of the board’s strategic priorities since 2022.
- **Indicator c:** School leaders indicated that the board, which governs four schools, holds one meeting per year at each school. Board members described conducting a “listening tour” to hear from school staff and leadership. The board operates with a number of standing committees, including finance, education, and public affairs. According to interviewed board members the finance committee meets quarterly, and other committees meet one or two times per year. Board and committee meetings were held remotely during the pandemic; about half remain remote with the rest distributed among the four Classical schools. Board members indicated that they review data regularly, including enrollment, state and internal assessment results, staff hiring and attrition. While board members were familiar with overall performance results, they acknowledged not examining disaggregated school-level data for at-risk subgroups. Similarly, they were unaware of the school’s retention rates for at-risk subgroups being lower than the district of location.
- **Indicator d:** According to the school’s renewal application, “Each year, the board sets strategic priorities that are most critical to achieving our mission. For example, the board’s goals in 2021-2022 were to increase board diversity, explore starting a high school, increase our SWD population, and increase our fundraising outcomes.” Network leadership indicated that they, rather than the board, primarily set operational priorities and goals. Interviewed board members reported recent work on a succession plan for school leadership.
- **Indicator e:** In the board focus group members indicated that policies are reviewed annually. For example, they noted review of the school’s student retention policy.
- **Indicator f:** The board engages in some professional development. The board provided a copy of the Classical Charter School Governance Manual, which is provided to all new members and addresses the school’s mission and principles of practice, trustee processes, and risk analysis. Interviewed board members also indicated that they are doing a “refresh” on the school’s charter and bylaws.
- **Indicator g:** The board focus group indicated a clear understanding of the board’s role in governance and requirements of the school’s charter. The board holds the executive director accountable for academic performance and operational health of the school.
- **Indicator h:** Interviewed board members were familiar with school performance and NYSED Charter School Performance Framework standards related to the school program, governance, finance, and mission and key design elements. It was less familiar with some of the compliance requirements related to employment, such as fingerprinting and teacher certification. The board has historically relied on the expertise of network-level staff regarding human resources issues, but as fingerprinting clearance and teacher certification issues tie in with legal obligations, they may be topics to consider for future board professional development.

**Benchmark 7: Organizational Capacity**

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

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that 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>
<p>2. <i>Professional Climate</i></p>	<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 a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

- **Indicator a:** The school has an experienced leadership team in place led by a school director who reports to the school network’s executive director. The school director oversees grade-team leaders, deans, instructional coaches, scholar services managers, and operations leaders. School leadership is supported by the network’s directors of business, talent, curriculum and instruction, scholar services, operations, and data and research. Grade team leaders play an important role in instructional leadership; according to the school’s renewal application, “Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and vetting; meetings with the School Director, and implementation of special school-wide projects.” Interviewed school leaders described a clear set of priorities, including accountability to systems coming out of COVID, opportunities for social emotional learning and joy, and supports for the lowest performing scholars. According to the 2023 NYC Family Survey, 95 percent of respondents agreed “The principal/school leader is an effective manager who makes the school run smoothly.”
- **Indicator b:** Interviewed school leaders and staff described numerous team meetings at both the school and network level that provide opportunities for communication and inform decision-making. While most operational and academic decisions are made at the network level, individual Classical schools make decisions related to school culture and family engagement. School leaders described hosting coffees and critical conversations for staff to discuss issues of interest, such as diversity, equity, and inclusion.
- **Indicator c:** The school has a robust hiring process in place and interviewed school leaders indicated that the flagship Classical school has limited teacher attrition. The 2022-2023 Teacher Retention Rate, according to information gathered from the 2022-2023 Staff Roster, was 71 percent. The renewal application indicates there is no single recruiting “season” and “developing successful connections to specific candidates requires a continuous effort and targeted approach.” Since 2014 SBCCS has hired teachers primarily through its ClassiCorps Fellowship, a three-year program that recruits, develops, and promotes teachers. The renewal application also notes that SBCCS recruits teachers from strategic website postings, professional job fairs, and outreach to selective businesses and industries. Interviewed school leaders indicated the school covers costs for graduate school and certification fees to develop recent college graduates into full-time teachers for the school. The renewal application also notes “Classical’s Talent Team has clear goals outlined for all parts of the recruiting and interviewing process including, but not limited to, outreach volume, application volume, interview pass rates, and process withdraw rates. Classical has implemented a structured hiring process including a standardized rubric and predetermined questions for all interviews to promote equity. Classical has also been able to

champion diversity in teaching staff by creating an inclusive hiring process—including outreach to candidates of color, inclusive job descriptions, and the creation of an internal job board to increase staff promotions.” Finally, interviewed school leaders indicated that they do use terminations to remove ineffective staff when necessary.

- **Indicator d:** School leadership demonstrated familiarity with NYSED Charter School Performance Framework standards. Evidence of tracking and evaluating school performance data was present throughout the school building and interviews with school leaders indicated constant attention to academic growth and achievement. According to the 2023 NYC Teacher Survey, 93 percent of respondents agreed “The principal/assistant principal(s) at this school...carefully tracks student academic progress.” The school’s strong academic program and school culture address the indicators in the Performance Framework. School leaders also described concrete plans for addressing some operational deficiencies, namely teacher certification.

## 2. Element: *Professional Climate:*

- **Indicator a:** The school has a clearly articulated organizational structure that includes both network level and school-based staff members with clearly defined leadership roles and reporting lines. The school’s renewal application notes “The technical organizational structure of SBCCS provides experts in several areas of education (Director of Curriculum & Instruction, Instructional Coaches, Grade Team Leaders, Director of Scholar Services, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate... The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff.”
- **Indicator b:** SBCCS has a robust professional development program. In addition to a school leader, SBCCS has four instructional coaches and three deans who provide ample support to teachers and staff. Interviewed school leaders indicated that coaches are assigned to teachers based on existing relationships and areas of expertise; coaches provide at least weekly observations and debriefs. The school’s renewal application indicates “Four types of Professional Development are provided to our teaching staff: annual orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual observations. In aggregate, SBCCS teachers will receive over 100 hours of Professional Development per year.” Teachers receive training both in August and throughout the year. Each teacher is assigned an instructional coach and each week is observed by and debriefs with their coach about the lesson. Coaches also conduct artifact observations and analyze scholar work. In addition, teachers receive support from their grade team leader, who helps to oversee the grade’s curriculum, leads daily and weekly meetings, and ensures that lessons are being executed as envisioned. Teachers also receive specific support to help them instruct at-risk students. For example, the renewal application reports “Service providers also help to develop general educators’ knowledge of specific instructional strategies to best instruct scholars with special needs through periodic written feedback and professional development sessions. All Classical teachers must also know the specific testing accommodations and IEP goals, if any, for all our scholars, and use that information to ensure that all scholars are getting purposeful, appropriately rigorous, and systematically reflective instruction.” According to the 2023 NYC Teacher Survey, 94 percent of respondents agreed “The principal/assistant principal(s) at this school...provides teachers with formative feedback to improve practice.”
- **Indicator c:** SBCCS is fully staffed and benefits from a network structure, which provides functional supports across four schools and allows school-based staff to focus on instructional matters. Moreover, school leaders reported that the network provides growth opportunities for teachers to become deans and coaches at SBCCS or its other network schools. The school has a robust

student support team and interviewed staff indicated that, while a problem in the past, this team is currently fully staffed.

- **Indicator d:** There are frequent opportunities for collaboration at SBCCS and, according to the 2023 NYC Teacher Survey, 90 percent of respondents agreed the principal/school leader, teachers, and staff collaborate to make this school run effectively. Interviewed teachers described daily stand-up meetings where grade teams share practices and resources, prep lessons and coordinate across subjects. The school’s renewal application reports “Grade teams meet each morning during a daily Stand-Up Meeting to discuss the logistics of the day and norm best practices for instruction as well as during a weekly Teacher Planning and Preparation Meeting (TPPM), which provide development opportunities to improve adult preparation through unit launches, scholar work analyses, and data meetings. Teachers also work closely with our Deans of Students, Instructional Coaches, and the Scholar Services Team to create actionable data-driven plans to improve their scholars’ performance and address the needs of each scholar. Additionally, teachers collaborate across teams to work on targeted school projects and through bimonthly whole school meetings.” In addition, the school creates opportunities for general and special education staff to collaborate at least weekly and interviewed teachers reported collaboration with intervention teachers and student support staff.
- **Indicator e:** SBCCS has developed its own evaluation process. The renewal application describes a cycle of two formal evaluation periods per year using Classical’s teacher rubric, which rates teachers on a four-point scale within subcategories connected to Professional Responsibilities, Behavior Management, Quality of Instruction, and Culture of Analysis. The evaluation process includes the scored rubric that includes specific and individualized comments, a 30-minute meeting attended by the teacher, instructional coach and grade team leader, and a goal-setting process to develop an individualized personal improvement plan (IPIP). Interviewed school leaders indicated that coaches and team leaders collaboratively score rubrics based on their collective knowledge of individual teachers.
- **Indicator f:** The school utilizes a number of practices to solicit staff input. For example, the renewal application notes that grade team leaders, instructional coaches and school directors schedule informal check-in meetings at a minimum of three times a year to hear teachers’ feedback and perspectives. SBCCS has a formal structure for teacher feedback through twice annual network-wide teacher feedback surveys and leadership also administers optional informal surveys throughout the year. According to the 2023 NYC Teacher Survey, 88 percent of respondents agreed “At this school...the principal/school leader encourages feedback through regular meetings with families and teacher leaders.” In addition, interviewed school leaders reported starting to use an external organization to administer the anonymous surveys twice per year.

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**

<i>Element</i>	<i>Indicators</i>
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 a Meets as it was in the 2019-2020 Renewal Site Visit Report.

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

- **Indicator a:** The school’s mission was evident during the renewal visit and focus groups with school leaders, staff and board members demonstrated familiarity with and commitment to the school’s mission and key design elements. The school’s website also communicates the school’s mission and key design elements.
- **Indicator b:** SBCCS has implemented the Classical framework extolled in its mission statement, as evidenced by instruction in Latin and debate as well as the introduction of classical conversations to its social studies program. The school has in place a rigorous and organized curriculum, which it continues to refine through regular audits and a project to make it more culturally responsive. Instructional leaders maintain high expectations for effective teaching, with regular coaching and feedback and the ClassiCorps program to develop novice teachers. Teachers and staff invest heavily in creating and maintaining a structured environment for learning, with clear routines and urgency evident in observed classrooms. The school’s character education program and additions of diversity, equity and inclusion to the curriculum support the development of respectful, compassionate, and productive citizens. The school has also focused on reducing the number of out-of-school suspension and used strategies such as “cool down corners” and reflection to maintain students in learning. Finally, the school communicates regularly to maintain family engagement. For example, SBCCS holds six “Community Gatherings” per year as a way for the entire school community (scholars, teachers, staff, and parents) to come together to celebrate scholars’ character achievement and growth as well as monthly Parent Academies, workshops for families that provide resources and skill-based trainings. They also have a Family Advisory Council that meets with the deans of students to relay parental concerns.

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

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has remained consistent as an Approaches as it was in the 2019-2020 Renewal Site Visit Report due to the consistent under-enrollment and low retention rates of SWD and ED students.

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

- **Indicator a:** The school maintains sufficient enrollment demand for the school to meet the enrollment plan outlined in the charter and is currently, 2022-2023, at 100 percent of its contracted enrollment of 500 students. SBCCS closely approaches the DOL, NYC CSD 12, enrollment of ELL and, at 26 percent, which is -1 percentage point below.

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

- **Indicator a:** The school’s 2022-2023 SWD enrollment rate was eight percentage points below the DOL, and the ED enrollment rate was six points below the DOL. According to 2022-2023 enrollment subgroup retention data, retention of SWD is 70 percent, -12 percentage points below the DOL.

- **Indicator b:** The school has implemented recruitment strategies and program services to attract and retain SWD, ELL, and ED students. The renewal application states “SBCCS’s marketing materials and student applications (in both English and Spanish) encourage families with children who are classified as SWD and ELL to apply to the school through the lottery. The school holds several parent orientations at the school, preschools, Headstart programs, and day-care centers, to assist families of potential SWD and ELL students. Our Director of Scholar Services attends all such parent orientations and answers any questions parents of SWD, ELL or potential SWD or ELL may have at the orientations or at any other event.” Interviewed school leaders indicated that they send applications to the district and encourage SWD to visit the school. They also have Spanish speakers at open house events and visit local pre-kindergarten classes to recruit potential ELL students.
- **Indicator c:** Interviewed school leaders described regular monitoring and review of recruitment data as well as evaluation of costs and time related to yields, noting consistently large numbers of applications for limited seats. They also pointed out that because of their intensive intervention programs many SWD are declassified in the upper grades. During the site visit, the CSO team clarified for the school that students who “graduate” out of special education services are still included in the count for their subgroup enrollment. The school leaders indicated that attrition by SWD was just a little higher than overall student attrition but said that they were not previously familiar with state data showing the school’s student with disabilities retention rates well below the district. While interviewed staff indicated that many students graduate out of special education during their time at SBCCS, a staff member also acknowledged that SWD who cannot access the curriculum in the upper grades do not tend to stay. However, the board of trustees had indicated that they largely reviewed recruitment/retention for the network overall. They indicated that they would analyze more school-specific subgroup data for each school moving forward.

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



## Benchmark 10: Legal Compliance

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

### Finding: Approaches

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

Over this charter term, the trajectory for this benchmark has declined from a Meets in the 2019-2020 Renewal Site Visit Report to an Approaches due to significant compliance issues related to fingerprint clearance and teacher certification. The school discussed a new relationship with the Relay Graduate School that is helping teachers secure certification. The school is also investing resources for graduate education and fees required for certification.

### Summative Evidence for Benchmark 10:

- Element: **Legal Compliance:**
  - Indicator a:** The school has compiled a record of general compliance with applicable State and federal laws and regulations and the provisions of its charter. According to interviewed leaders, compliance is primarily managed at the network level. However, analysis of the faculty/staff rosters submitted by the school with their 2022-2023 Annual Report, indicated that for each year of the charter term, several staff members started working at the school prior to receiving fingerprint clearance; in fact, of the 68 teachers reported, the average length of employment prior

to clearance for 38 of them was 93 days. While the school does acknowledge its obligation to offer employment contingent upon clearance in its employment contracts, SBCCS has not provided a plan to assure adherence to that obligation in the future.

- **Indicator b:** During the current term, the school has not been sent any requests for corrective action by the Board of Regents or the NYSED Charter School Office.
- **Indicator c:** Analysis of the 2022-2023 Staff Roster submitted with the school's annual report, shows that the school currently has 25 uncertified teachers, ten more than allowed by statute. Rosters from 2020-2021 and 2021-2022 also revealed an excess of uncertified teachers. School leaders acknowledged certification is an issue and indicate that they are addressing it. They pointed to a new relationship with the Relay Graduate School that is helping teachers secure certification. Moreover, the school is investing resources for graduate education and fees required for certification. School leaders are also tutoring staff members to help them prepare for teacher certification exams. Board members also reported discussing certification last year, noting that it is a challenging issue because of the teacher shortage.
- **Indicator d:** The school made no requests for material charter revisions during this charter term.
- **Indicator e:** SBCCS has met its contracted enrollment target.
- **Indicator f:** During the board focus group, members reported that, in addition to having legal expertise on the board, the school relies on external lawyers for a range of issues, including real estate, human resources, and education law.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

SOUTH BRONX CLASSICAL CHARTER SCHOOL

### BEDS Code

321200860898

### 2022-2023 Enrollment

498

### 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 12
Total Public School Enrollment of Resident Students attending Charter Schools:	26%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	977 FOX ST, BRONX, NY, 10459
Website:	www.classicalcharterschools.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2006
Authorizer:	REGENTS
CEO:	MR. LESTER LONG
CEO Phone:	718-860-4340
CEO Email:	llong@southbronxclassical.org
BOT President:	MR. JACOB ELGHANAYAN
BOT President Phone:	718-860-4340
BOT President Email:	boardchair@southbronxclassical.org
Institution ID:	80000059317

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

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

### Benchmark Rating

### Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

### CSO Survey Results

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

South Bronx Classical CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Anna Murray-Douglass Academy	+72	+77	+66	.
		Christopher Columbus ES	+56	+56	+24	.
		Hamilton School	+47	+67	+73	.
		Mount Vernon Leadership Academy	+48	+61	+30	.
		New York French-American CS	+41	+59	+26	.
		PS 102 Bayview	+28	+37	+18	.
		PS/IS 268	+37	+63	+43	.
		PS/IS 30 Mary White Ovington	+37	+47	+34	.
		Roscoe Conkling ES	+64	+69	+36	.
		School In the Square Public CS	+50	+64	+45	.
		Voice CS of New York	+47	+54	+42	.
	Waterfront ES	+61	+71	+41	.	
		Mean	+49	+60	+40	.
	+/- 7.5	Achievement First North Brooklyn Preparatory CS	+39	+50	+40	.
		Achievement First-Bushwick CS	+25	+42	+36	.
		Bronx Community CS	+50	+67	+60	.
		Bushwick Ascend CS	+33	+39	+20	.
		Ella Fitzgerald Academy	+53	+70	+32	.
		Equity Project CS (The)	+45	+45	+49	.
		Francis J O'neill School	+46	+52	+8	.
		Grand Concourse Academy CS	+26	+36	+24	.
		Greenport ES	+62	+66	+34	.
		PS 126 Jacob August Riis	+16	+18	+13	.
		PS 163 Bath Beach	+20	+30	+16	.
		PS 192 Magnet School for Math and Science Inquiry (T	+29	+48	+33	.
		PS 86 Kingsbridge Heights	+53	+63	+25	.
		PS 89	+52	+69	+52	.
		PS/IS 218 Rafael Hernandez Dual Language Magnet Sc	+45	+62	+36	.
		PS/MS 194	+49	+58	+47	.
	School 28-Henry Hudson	+73	+78	+74	.	
	Washington Heights Academy	+21	+37	+22	.	
		Mean	+41	+52	+35	.
	+/- 10	Brilla College Preparatory CS	+34	+50	+38	.
		Bronx CS for Children	+46	+60	+42	.
		Bronx Global Learning Institute for Girls CS, the Shirley	+47	+74	+65	.
		Brooklyn Dreams CS	+41	+56	+45	.
		Central Queens Academy CS	+20	+39	+100	.
Eugenio Maria De Hostos Microsociety School		+45	+57	+28	.	
Family Life Academy CS II		+23	+59	+50	.	
Frazer K-8 School		+72	+83	+72	.	
Harriet Ross Tubman Academy		+72	+81	+78	.	
Hempstead ES		+63	+70	+55	.	
Huntington K-8 School		+64	+73	+56	.	
Lawrence ES At Broadway Campus		+34	+51	+14	.	
Mott Haven Academy CS		+50	+62	+29	.	
PS 189 Bilingual Center (The)		+32	+50	+20	.	
PS 209 Margaret Mead		+33	+49	+29	.	
PS 214		+61	+76	+64	.	
PS 315 Lab School		+38	+62	+50	.	
PS 99 Isaac Asimov		+44	+54	+55	.	
PS/IS 116 William C Hughley		+58	+72	+46	.	
PS/IS 384 Frances E Carter		+58	+73	+54	.	
PS/MS 20 Po George J Werdan III		+55	+73	+57	.	
School 15-Children's School of Rochester (The)		+71	+75	+53	.	
School 17-Enrico Fermi		+80	+86	+81	.	
School 33-John James Audubon		+74	+83	+73	.	
School 5-John Williams	+74	+84	+80	.		
South Bronx Classical CS II	+2	-1	0	.		

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	South Bronx Classical CS III	-4	-5	+1	.
	Thomas Cornell Academy	+64	+69	+63	.
	Watson Williams ES	+62	+65	+39	.
	West Buffalo CS	+48	+56	+36	.
	West Hertel ES	+64	+76	+62	.
	Mean	+49	+62	+50	.
	Mean	+47	+59	+43	.

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

# 2024 NYSED Charter School Information Dashboard

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

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

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

South Bronx Classical CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	81%	72%	80%	80%	78%	63%	100%	79%
2017-2018	88%	75%	90%	87%	94%	100%	95%	94%
2018-2019	88%	75%	90%	88%	98%	94%	95%	98%
2021-2022	94%	82%	95%	93%	88%	59%	91%	87%
2022-2023	90%	75%	84%	89%	100%	100%	100%	99%

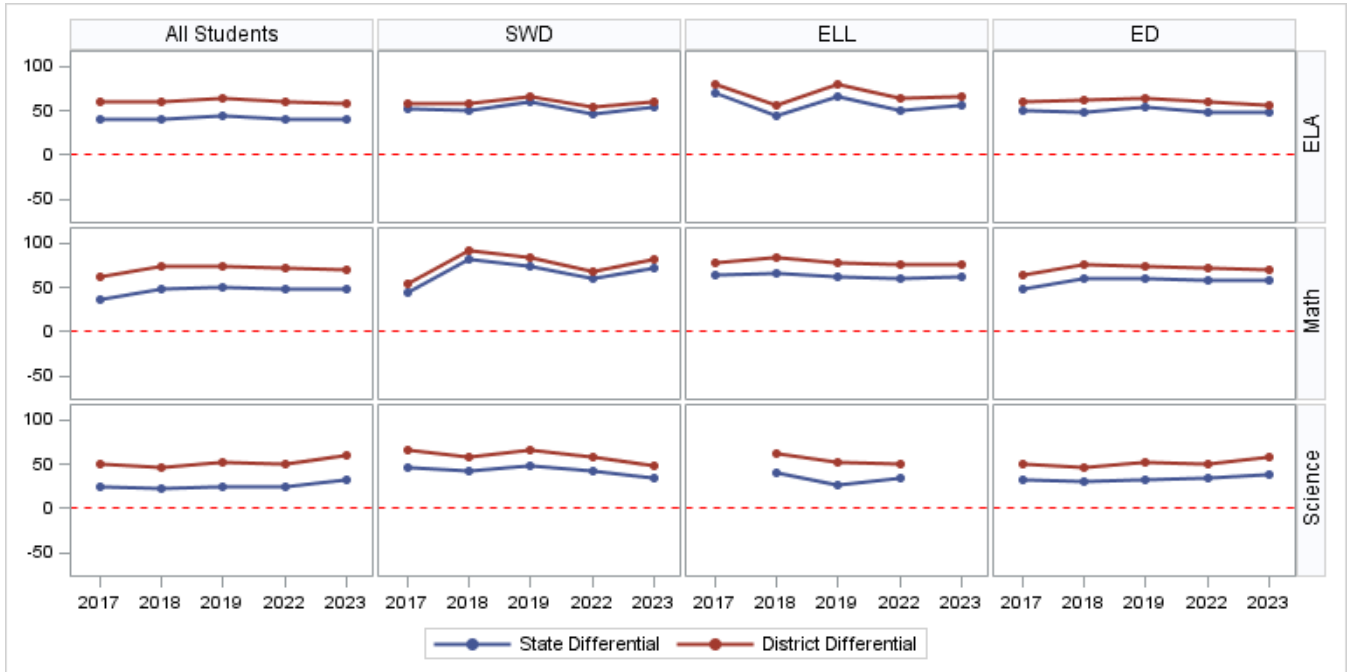
\*See NOTES (2), (3), (7), and (8).

# 2024 NYSED Charter School Information Dashboard

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

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of South Bronx Classical CS and NYC CSD 12



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

# 2024 NYSED Charter School Information Dashboard

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

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

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

		ELA					Math					Science				
		South Bronx Classical CS	NYC CSD 12	District Differential	NYS	NYS Differential	South Bronx Classical CS	NYC CSD 12	District Differential	NYS	NYS Differential	South Bronx Classical CS	NYC CSD 12	District Differential	NYS	NYS Differential
All Students	2016-2017	81%	20%	+61	40%	+41	77%	14%	+63	40%	+37	100%	50%	+50	75%	+25
	2017-2018	85%	24%	+61	45%	+40	93%	18%	+75	45%	+48	100%	54%	+46	77%	+23
	2018-2019	90%	26%	+64	46%	+44	97%	23%	+74	47%	+50	100%	48%	+52	75%	+25
	2021-2022	87%	26%	+61	47%	+40	88%	15%	+73	39%	+49	94%	43%	+51	69%	+25
	2022-2023	89%	31%	+58	48%	+41	99%	29%	+70	51%	+48	81%	21%	+60	48%	+33
SWD	2016-2017	63%	5%	+58	11%	+52	58%	4%	+54	14%	+44	100%	34%	+66	53%	+47
	2017-2018	67%	8%	+59	17%	+50	100%	8%	+92	18%	+82	100%	41%	+59	57%	+43
	2018-2019	75%	8%	+67	15%	60	92%	9%	+83	18%	+74	100%	34%	+66	52%	+48
	2021-2022	63%	8%	+55	16%	+47	74%	5%	+69	14%	+60	88%	29%	+59	46%	+42
	2022-2023	73%	13%	+60	19%	+54	96%	14%	+82	23%	+73	60%	11%	+49	25%	+35
ELL	2016-2017	85%	5%	+80	14%	+71	85%	7%	+78	21%	+64	.	.	.	.	.
	2017-2018	70%	13%	+57	26%	+44	97%	13%	+84	30%	+67	100%	38%	+62	59%	+41
	2018-2019	93%	14%	+79	26%	+67	95%	17%	+78	32%	+63	100%	47%	+53	73%	+27
	2021-2022	81%	16%	+65	30%	+51	87%	11%	+76	27%	+60	100%	50%	+50	65%	+35
	2022-2023	85%	19%	+66	29%	+56	97%	20%	+77	34%	+63	.	.	.	.	.
ED	2016-2017	80%	19%	+61	30%	+50	78%	14%	+64	29%	+49	100%	50%	+50	68%	+32
	2017-2018	85%	23%	+62	36%	+49	94%	18%	+76	34%	+60	100%	54%	+46	70%	+30
	2018-2019	90%	25%	+65	36%	+54	97%	23%	+74	37%	+60	100%	48%	+52	67%	+33
	2021-2022	86%	26%	+60	37%	+49	87%	15%	+72	28%	+59	94%	43%	+51	59%	+35
	2022-2023	87%	31%	+56	38%	+49	99%	29%	+70	40%	+59	79%	21%	+58	40%	+39

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



# 2024 NYSED Charter School Information Dashboard

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

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

#### All Students Grade-Level Proficiency

All Students	ELA					Mathematics					Science					
	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	
Grade 3	2017	87%	23%	+64	43%	+44	80%	22%	+58	49%	+31	.	.	.	.	.
	2018	79%	28%	+51	51%	+28	95%	26%	+69	54%	+41	.	.	.	.	.
	2019	97%	33%	+64	52%	+45	94%	32%	+62	55%	+39	.	.	.	.	.
	2022	82%	26%	+56	46%	+36	94%	25%	+69	48%	+46	.	.	.	.	.
	2023	83%	29%	+54	45%	+38	98%	36%	+62	54%	+44	.	.	.	.	.
Grade 4	2017	85%	19%	+66	41%	+44	87%	14%	+73	43%	+44	100%	63%	+37	86%	+14
	2018	94%	27%	+67	48%	+46	94%	21%	+73	48%	+46	100%	71%	+29	89%	+11
	2019	92%	27%	+65	48%	+44	100%	25%	+75	51%	+49	100%	64%	+36	86%	+14
	2022	80%	20%	+60	42%	+38	87%	15%	+72	43%	+44	100%	58%	+42	80%	+20
	2023	96%	28%	+68	49%	+47	100%	29%	+71	54%	+46	.	.	.	.	.
Grade 5	2017	65%	13%	+52	36%	+29	76%	14%	+62	43%	+33	.	.	.	.	.
	2018	73%	16%	+57	37%	+36	87%	15%	+72	44%	+43	.	.	.	.	.
	2019	77%	21%	+56	38%	+39	98%	24%	+74	46%	+52	.	.	.	.	.
	2022	81%	18%	+63	38%	+43	85%	14%	+71	37%	+48	.	.	.	.	.
	2023	80%	32%	+48	45%	+35	96%	28%	+68	50%	+46	.	.	.	.	.
Grade 6	2017	64%	14%	+50	33%	+31	72%	12%	+60	40%	+32	.	.	.	.	.
	2018	90%	22%	+68	49%	+41	97%	13%	+84	44%	+53	.	.	.	.	.
	2019	89%	25%	+64	47%	+42	92%	19%	+73	47%	+45	.	.	.	.	.
	2022	98%	33%	+65	57%	+41	91%	10%	+81	39%	+52	.	.	.	.	.
	2023	91%	27%	+64	46%	+45	100%	21%	+79	48%	+52	.	.	.	.	.
Grade 7	2017	95%	20%	+75	42%	+53	84%	12%	+72	38%	+46	.	.	.	.	.
	2018	79%	19%	+60	40%	+39	93%	13%	+80	42%	+51	.	.	.	.	.
	2019	83%	19%	+64	40%	+43	100%	17%	+83	44%	+56	.	.	.	.	.
	2022	94%	29%	+65	48%	+46	85%	12%	+73	36%	+49	.	.	.	.	.
	2023	93%	29%	+64	48%	+45	100%	28%	+72	52%	+48	.	.	.	.	.
Grade 8	2017	93%	29%	+64	46%	+47	56%	10%	+46	22%	+34	100%	32%	+68	59%	+41
	2018	97%	31%	+66	48%	+49	94%	19%	+75	31%	+63	100%	31%	+69	59%	+41
	2019	100%	29%	+71	48%	+52	100%	21%	+79	34%	+66	100%	29%	+71	56%	+44
	2022	90%	34%	+56	50%	+40	84%	16%	+68	27%	+57	84%	24%	+60	50%	+34
	2023	90%	41%	+49	56%	+34	100%	30%	+70	43%	+57	81%	21%	+60	48%	+33

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### Students with Disabilities Grade-Level Proficiency

Students with Disabilities	ELA					Mathematics					Science					
	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	
Grade 3	2017	43%	7%	+36	15%	+28	71%	8%	+63	22%	+49	.	.	.	.	.
	2018	55%	11%	+44	24%	+31	100%	13%	+87	28%	+72	.	.	.	.	.
	2019	86%	13%	+73	23%	63	86%	16%	+70	28%	+58	.	.	.	.	.
	2022	50%	10%	+40	20%	+30	92%	11%	+81	24%	+68	.	.	.	.	.
	2023	63%	14%	+49	19%	+44	88%	22%	+66	29%	+59	.	.	.	.	.
Grade 4	2017	100%	6%	+94	13%	+87	100%	6%	+94	17%	+83	100%	47%	+53	69%	+31
	2018	100%	10%	+90	19%	81	100%	10%	+90	21%	+79	100%	59%	+41	75%	+25
	2019	60%	8%	+52	18%	+42	100%	11%	+89	22%	+78	100%	48%	+52	69%	+31
	2023	82%	15%	+67	21%	+61	100%	15%	+85	27%	+73	.	.	.	.	.
Grade 5	2018	40%	5%	+35	11%	+29	100%	8%	+92	17%	+83	.	.	.	.	.
	2022	63%	4%	+59	11%	+52	57%	5%	+52	13%	+44	.	.	.	.	.
	2023	57%	12%	+45	17%	+40	86%	11%	+75	22%	+64	.	.	.	.	.
Grade 6	2017	40%	3%	+37	7%	+33	20%	1%	+19	11%	+9	.	.	.	.	.
	2022	83%	10%	+73	22%	61	50%	2%	+48	11%	+39	.	.	.	.	.
	2023	80%	9%	+71	15%	+65	100%	10%	+90	19%	+81	.	.	.	.	.
Grade 8	2023	60%	16%	+44	23%	+37	100%	17%	+83	19%	+81	60%	11%	+49	25%	+35

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2017	88%	6%	+82	19%	+69	75%	12%	+63	29%	+46	.	.	.	.	.
	2018	47%	20%	+27	33%	+14	100%	22%	+78	40%	+60	.	.	.	.	.
	2019	96%	22%	+74	33%	63	96%	26%	+70	39%	+57	.	.	.	.	.
	2022	71%	17%	+54	33%	+38	93%	20%	+73	36%	+57	.	.	.	.	.
	2023	89%	17%	+72	29%	+60	97%	28%	+69	40%	+57	.	.	.	.	.
Grade 4	2018	92%	13%	+79	30%	+62	92%	13%	+79	32%	+60	100%	54%	+46	75%	+25
	2019	100%	19%	+81	33%	67	100%	20%	+80	38%	+62	100%	47%	+53	73%	+27
	2022	82%	13%	+69	29%	+53	80%	11%	+69	31%	+49	100%	50%	+50	65%	+35
	2023	91%	18%	+73	36%	+55	100%	23%	+77	40%	+60	.	.	.	.	.
Grade 5	2018	67%	8%	+59	20%	+47	100%	11%	+89	28%	+72	.	.	.	.	.
	2022	80%	10%	+70	22%	+58	67%	10%	+57	24%	+43	.	.	.	.	.
	2023	50%	22%	+28	30%	+20	92%	17%	+75	33%	+59	.	.	.	.	.
Grade 6	2022	100%	25%	+75	37%	+63	93%	7%	+86	21%	+72	.	.	.	.	.
Grade 7	2022	83%	17%	+66	26%	+57	100%	9%	+91	18%	+82	.	.	.	.	.
	2023	100%	15%	+85	23%	+77	100%	20%	+80	30%	+70	.	.	.	.	.

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2017	86%	21%	+65	32%	+54	80%	21%	+59	37%	+43	.	.	.	.	.
	2018	82%	28%	+54	40%	+42	96%	26%	+70	43%	+53	.	.	.	.	.
	2019	97%	33%	+64	42%	+55	93%	32%	+61	44%	+49	.	.	.	.	.
	2022	80%	25%	+55	35%	+45	93%	25%	+68	36%	+57	.	.	.	.	.
	2023	81%	28%	+53	34%	+47	98%	36%	+62	42%	+56	.	.	.	.	.
Grade 4	2017	85%	18%	+67	31%	+54	88%	13%	+75	32%	+56	100%	63%	+37	80%	+20
	2018	94%	26%	+68	38%	+56	94%	20%	+74	37%	+57	100%	71%	+29	84%	+16
	2019	91%	27%	+64	38%	+53	100%	24%	+76	40%	+60	100%	63%	+37	81%	+19
	2022	77%	19%	+58	30%	+47	83%	14%	+69	31%	+52	100%	58%	+42	72%	+28
	2023	95%	28%	+67	38%	+57	100%	29%	+71	42%	+58	.	.	.	.	.
Grade 5	2017	61%	13%	+48	25%	+36	73%	13%	+60	31%	+42	.	.	.	.	.
	2018	72%	16%	+56	27%	+45	87%	15%	+72	33%	+54	.	.	.	.	.
	2019	78%	20%	+58	28%	+50	98%	23%	+75	36%	+62	.	.	.	.	.
	2022	81%	18%	+63	27%	+54	84%	14%	+70	26%	+58	.	.	.	.	.
	2023	74%	31%	+43	36%	+38	95%	27%	+68	38%	+57	.	.	.	.	.
Grade 6	2017	63%	14%	+49	23%	+40	72%	12%	+60	28%	+44	.	.	.	.	.
	2018	88%	21%	+67	39%	+49	96%	13%	+83	32%	+64	.	.	.	.	.
	2019	88%	25%	+63	37%	+51	94%	19%	+75	36%	+58	.	.	.	.	.
	2022	97%	33%	+64	47%	+50	92%	9%	+83	27%	+65	.	.	.	.	.
	2023	89%	27%	+62	36%	+53	100%	21%	+79	37%	+63	.	.	.	.	.
Grade 7	2017	94%	19%	+75	31%	+63	85%	11%	+74	26%	+59	.	.	.	.	.
	2018	81%	19%	+62	31%	+50	96%	13%	+83	30%	+66	.	.	.	.	.
	2019	85%	17%	+68	31%	+54	100%	16%	+84	33%	+67	.	.	.	.	.
	2022	94%	28%	+66	39%	+55	83%	11%	+72	25%	+58	.	.	.	.	.
	2023	92%	29%	+63	39%	+53	100%	28%	+72	41%	+59	.	.	.	.	.
Grade 8	2017	96%	28%	+68	37%	+59	60%	10%	+50	18%	+42	100%	32%	+68	49%	+51
	2018	97%	31%	+66	39%	+58	93%	18%	+75	26%	+67	100%	30%	+70	50%	+50
	2019	100%	29%	+71	39%	+61	100%	21%	+79	29%	+71	100%	28%	+72	47%	+53
	2022	90%	33%	+57	42%	+48	83%	16%	+67	22%	+61	86%	24%	+62	41%	+45
	2023	90%	41%	+49	48%	+42	100%	30%	+70	36%	+64	79%	21%	+58	40%	+39

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

# 2024 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

#### Annual Regents Outcomes

		All Students				SWD				ED			
		Total Charter Tested	South Bronx Classical CS	NYS	Differential to NYS	Total Charter Tested	South Bronx Classical CS	NYS	Differential to NYS	Total Charter Tested	South Bronx Classical CS	NYS	Differential to NYS
Living Environment	2018-2019	26	100%	85%	+15	.	.	.	.	23	100%	76%	+24
	2019-2020	25	100%	100%	0	.	.	.	.	24	100%	100%	0
	2020-2021	25	84%	99%	-15	.	.	.	.	22	82%	98%	-16
	2021-2022	31	84%	77%	+7	.	.	.	.	29	86%	65%	+21
	2022-2023	31	81%	74%	+7	5	60%	40%	+20	29	79%	63%	+16
US History and Government	2022-2023	31	97%	74%	+23	5	80%	44%	+36	29	97%	69%	+28

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

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

South Bronx Classical CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	470	503	107%
2019-2020	500	477	95%
2020-2021	500	508	102%
2021-2022	500	504	101%
2022-2023	500	498	100%

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

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

	SWD			ELL			ED		
	South Bronx Classical CS	NYC CSD 12	Differential to District	South Bronx Classical CS	NYC CSD 12	Differential to District	South Bronx Classical CS	NYC CSD 12	Differential to District
2018-2019	13%	25%	-12	31%	24%	+7	87%	93%	-6
2019-2020	12%	25%	-13	35%	25%	+10	86%	94%	-8
2020-2021	18%	25%	-7	15%	26%	-11	86%	94%	-8
2021-2022	18%	25%	-7	31%	27%	+4	85%	94%	-9
2022-2023	17%	25%	-8	26%	27%	-1	88%	94%	-6

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

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	South Bronx Classical CS	NYC CSD 12	Differential to District	South Bronx Classical CS	NYC CSD 12	Differential to District	South Bronx Classical CS	NYC CSD 12	Differential to District	South Bronx Classical CS	NYC CSD 12	Differential to District
2018-2019	88%	82%	+6	82%	82%	+0	88%	84%	+4	89%	82%	7
2019-2020	83%	82%	+1	70%	83%	-13	87%	83%	+4	84%	82%	+2
2020-2021	89%	86%	+3	87%	86%	+1	92%	85%	+7	89%	86%	+3
2021-2022	81%	79%	+2	73%	81%	-8	88%	80%	+8	82%	79%	+3
2022-2023	75%	81%	-6	70%	82%	-12	75%	79%	-4	75%	81%	-6

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

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

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

*Not applicable to this charter school*

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

# 2024 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*



# Charter School Fiscal Accountability Summary

## SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	470	500	500	500	500
Maximum Chartered Enrollment	500	500	500	500	500
Actual Enrollment	503	477	508	504	498

### ASSETS

#### Current Assets

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Cash and Cash Equivalents	749,467	3,440,798	3,928,765	3,739,920	6,417,892
Grants and Contracts Receivable	1,236,192	969,900	1,533,942	2,261,438	2,374,217
Prepaid Expenses	56,918	453,190	924,410	634,168	553,407
Other Current Assets	4,274,351	4,442,377	4,462,247	4,334,027	4,838,055
<b>Total Current Assets</b>	<b>6,316,928</b>	<b>9,306,265</b>	<b>10,849,364</b>	<b>10,969,553</b>	<b>14,183,571</b>

#### Non-Current Assets

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Property, Building and Equipment, net	3,099,698	3,227,593	3,530,243	3,110,554	3,061,915
Restricted Cash	305,375	308,521	308,542	308,835	319,258
Security Deposits	1,329,525	1,329,525	1,296,193	1,307,428	328,428
Other Non-Current Assets	-	-	-	-	121,903,292
<b>Total Non - Current Assets</b>	<b>4,734,598</b>	<b>4,865,639</b>	<b>5,134,978</b>	<b>4,726,817</b>	<b>125,612,893</b>
<b>Total Assets</b>	<b>11,051,526</b>	<b>14,171,904</b>	<b>15,984,342</b>	<b>15,696,370</b>	<b>139,796,464</b>

### 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

	2018 19	2019 20	2020 21	2021 22	2022 23
Accounts Payable and Accrued Expenses	587,334	407,496	756,862	810,505	780,568
Accrued Payroll and Payroll Taxes	790,112	800,563	963,277	961,621	1,067,652
Due to Related Parties	-	-	-	-	-
Refundable Advances	58,781	6,373	1,220,049	207,090	369,610
Other Current Liabilities	-	41,201	1,898,676	1,783,886	1,675,058
<b>Total Current Liabilities</b>	<b>1,436,227</b>	<b>1,255,633</b>	<b>4,838,864</b>	<b>3,763,102</b>	<b>3,892,888</b>

#### Long-Term Liabilities

Total Long-Term Liabilities  
 Total Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Long-Term Liabilities	-	684,492	492,818	2,525,254	-
Total Liabilities	-	3,335,400	492,818	2,525,254	122,863,360

#### Total Net Assets

Unrestricted  
 Restricted  
 Total Net Assets  
 Total Liabilities and Net Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Unrestricted	9,315,299	7,346,379	8,952,660	8,883,014	11,490,216
Restricted	300,000	1,550,000	1,700,000	525,000	1,550,000
<b>Total Net Assets</b>	<b>9,615,299</b>	<b>8,896,379</b>	<b>10,652,660</b>	<b>9,408,014</b>	<b>13,040,216</b>
<b>Total Liabilities and Net Assets</b>	<b>11,051,526</b>	<b>14,171,904</b>	<b>15,984,342</b>	<b>15,696,370</b>	<b>139,796,464</b>

### 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

	2018 19	2019 20	2020 21	2021 22	2022 23
State and Local Per Pupil Revenue - Reg. Ed	20,696,902	21,334,010	23,740,005	26,898,299	28,397,382
State and Local Per Pupil Revenue - SPED	-	2,232,039	2,980,755	3,903,113	3,968,462
State and Local Per Pupil Facilities Revenue	2,077,352	-	-	-	-
Federal Grants	2,039,413	1,255,809	2,102,819	4,217,769	7,392,552
State and City Grants	74,479	94,011	108,621	104,731	103,455
Other Operating Income	-	-	20,014	-	-
<b>Total Operating Revenue</b>	<b>24,888,146</b>	<b>24,915,869</b>	<b>28,952,214</b>	<b>35,123,912</b>	<b>39,861,851</b>

### TOTAL PROGRAM SERVICES

Supporting Services  
 Total Support Services  
 Total Expenses  
 Surplus/Deficit from Operations

	2018 19	2019 20	2020 21	2021 22	2022 23
Supporting Services	18,978,737	20,326,009	24,688,817	28,505,460	31,373,438
Total Program Services	1,644,293	1,973,438	2,866,558	3,303,762	3,626,607
Supporting Services	-	-	-	-	-
Total Support Services	20,623,030	22,299,447	27,555,375	31,809,222	35,000,045
Supporting Services	4,417,436	5,142,817	4,979,445	5,522,918	5,893,628
Total Support Services	83,145	94,321	199,673	239,876	246,869
Total Support Services	4,500,581	5,237,138	5,179,118	5,762,794	6,140,497
Total Expenses	25,123,611	27,536,585	32,734,493	37,572,016	41,140,542
Surplus/Deficit from Operations	(235,465)	(2,620,716)	(3,782,279)	(2,448,104)	(1,278,691)

### SUPPORT AND OTHER REVENUE

Total Support and Other Revenue  
 Change in Net Assets  
 Net Assets - Beginning of Year  
 Net Assets - End of Year

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Support and Other Revenue	239,757	483,700	3,746,812	(32,295)	3,435,649
Change in Net Assets	1,559,755	1,901,796	5,538,560	1,203,458	4,910,893
Net Assets - Beginning of Year	1,324,290	(718,920)	1,756,281	(1,244,646)	3,632,202
Net Assets - End of Year	8,291,009	9,615,299	8,896,379	10,652,660	9,408,014

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Total Revenue

	2018 19	2019 20	2020 21	2021 22	2022 23
Revenue - Per Pupil	49,479	52,235	56,993	69,690	80,044
Total Revenue	3,101	3,987	10,903	2,388	9,861
Total Revenue	52,580	56,222	67,895	72,078	89,905

#### Expenses - Per Pupil

Total Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23
Expenses - Per Pupil	41,000	46,749	54,243	63,114	70,281
Total Expenses	8,947	10,979	10,195	11,434	12,330
Total Expenses	49,948	57,729	64,438	74,548	82,612

#### % of Revenue Exceeding Expenses

% of Revenue Exceeding Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23
% of Revenue Exceeding Expenses	82.1%	81.0%	84.2%	84.7%	85.1%
% of Revenue Exceeding Expenses	17.9%	19.0%	15.8%	15.3%	14.9%
% of Revenue Exceeding Expenses	5.3%	2.6%	5.4%	3.3%	8.8%

### FINANCIAL COMPOSITE SCORE

Composite Score  
**BENCHMARK and FINDING:**  
 Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /  
 Needs Monitoring: -1.0 - 0.9

	2018 19	2019 20	2020 21	2021 22	2022 23
Composite Score	2.84	2.47	2.73	2.12	2.02
Composite Score	4.88,701	8,050,632	6,010,500	7,206,451	10,290,683
Composite Score	4.4	7.4	2.2	2.9	3.6

### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

	2018 19	2019 20	2020 21	2021 22	2022 23
Ratio	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### Debt to Asset Ratio

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Debt to Asset Ratio	0.1	0.4	0.3	0.4	0.9
Debt to Asset Ratio	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### Days of Cash

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

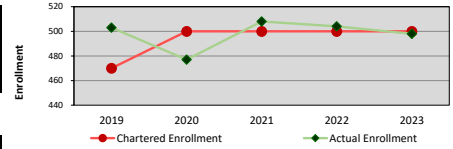
	2018 19	2019 20	2020 21	2021 22	2022 23
Days of Cash	10.9	45.6	43.8	36.3	56.9
Days of Cash	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

### Total Margin Ratio

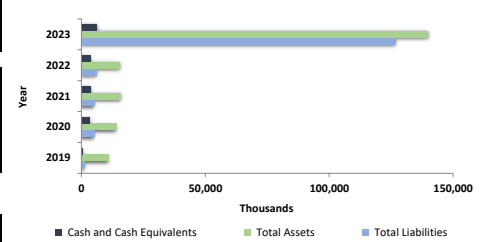
**BENCHMARK and FINDING:**  
 Ratio should be equal to or greater than 0.0

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Margin Ratio	0.1	(0.0)	0.1	(0.0)	0.1
Total Margin Ratio	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard

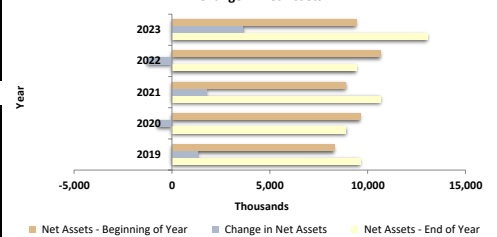
Chartered vs. Actual Enrollment



Cash, Assets and Liabilities



Change in Net Assets



Enrollment vs. Revenue & Expenses

