New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

South Bronx Community Charter High School

Renewal Site Visit Date(s): November 28-29, 2023
Date of Final Draft Site Visit Report: March 28, 2024
Date of Final Site Visit Report: April 8, 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[1]

Name of Charter School	South Bronx Community Charter High School
Board Chair	Alvarez Symonette
District of Location	New York City (NYC) Community School District (CSD) 9
Initial Commencement of Instruction	Fall 2016
Charter Terms	• Initial Charter: September 6, 2016 - June 30, 2021 • First Renewal: July 1, 2021 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 385 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 385 students
Comprehensive Management Service Provider	None
Facilities	1110 Washington Ave, Bronx, NY 10456 - Private Space
Mission Statement	*The mission of South Bronx Community Charter High School is to promote student excellence through an emphasis on academic, interpersonal, and professional skills in a supportive and responsive learning environment. SBCCHS students graduate with a positive sense of self, ready to design and realize their futures in college, community, and career.*
Key Design Elements	• Competency-Based Learning • Supportive Staffing • Cultural Responsiveness • Adaptive School Operations and Management
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: South Bronx Community Charter High School (SBCCHS) provides a unique model of education. This includes a three-tier approach that focuses on development in the areas of college, career, and community. Prior to graduation, every student must take a college class, thus preparing them for the rigorous academic life of college. In addition, students must complete an internship prior to graduation, giving them work experience in the real world as well as meaningful connections with reputable companies. Lastly, students engage with the local and global communities by participating in the Rites of Passage program. This program promotes community engagement, team building, and service.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	385	385	385

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	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
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	385	385	385	385	385

METHODOLOGY

Purpose of the Renewal Report

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

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

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

[2] This proposed chart was submitted by the South Bronx Community Charter High School in its Renewal Application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at SBCCHS on November 28-29, 2023. The New York State Education Department's Charter School Office (CSO) Site Visit Team conducted interviews with the board of trustees, school leadership , teachers, student support staff, and students.

The CSO Site Visit Team conducted nine classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the Executive Director and Youth Development Director. 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 Midterm Site Visit Report, 2022-2023 Annual Report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for 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[3]

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

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

Summary of Findings

- South Bronx Community Charter High School is in year seven of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  The school demonstrated a strong mission and clear objectives and goals. The CSO Site Visit Team witnessed a comprehensive approach toward these goals. Staff and students alike demonstrated their understanding of and commitment to the school's unique model. The school's dedication to incorporating Social and Emotional Learning (SEL) was also evident during the site visit. It was observed that SEL is the cornerstone of the school's approach to academic and emotional success. SBCCHS' competency framework identifies nineteen key areas (competencies) on which staff and students can focus. Within these nineteen competencies, there are sixty-six actionable items, or attainments. The attainments include both academic and SEL skills. During the site visit, both staff and students expressed their understanding of and dedication to this framework and the success it has provided.

- **Summary of Challenges**:
  The school continues to under-enroll English language learner(s)(ELL) students, compared to the district of location (DOL). During the site visit, it was clear that the board and leadership had begun implementing new strategies to improve in this area. Another challenge that the CSO Site Visit Team observed was a lack of a shared understanding of high-quality instruction. While extensive professional development (PD) is dedicated to planning and curriculum design, there was a lack of focus on instructional practices.

Benchmark 1: Student Performances

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

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvement in the school's graduation rates and Cohort Regents exams.

The SBCCHS four-year graduation rate for all students in the 2019 cohort is -4 percentage points below NYS. This is a +12 percentage point increase compared to the 2018 cohort. The school's graduation rates for SWD, ELL, and ED students are +2, +18, and +1 percentage points above NYS, respectively.

The SBCCHS 2019 four-year Regent's cohort performed above NYS in all content areas for all students and all subgroups, with the exception of Global History.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

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

Academic Program for High School:

- HS:
  - SBCCHS has a project-based learning (PBL) approach combined with direct instruction.
  - SBCCHS uses a competency-based education (CBE) model. The nineteen competencies are the central organizing unit for curriculum design, learning facilitation, and assessment.
  - The SBCCHS competency framework is aligned to the New York State Learning Standards, Common Core State Standards, and CASEL social-emotional learning framework.
  - Teaching and learning at SBCCHS is organized to support students in mastering a specific set of knowledge and skills—academic, social, and emotional—that collectively define college and career readiness.
  - Every student is part of an advisory group (CORE) that is sustained with the same students and staff member throughout their years at SBCCHS.

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

- SWD:
  - The competency-based model gives SBCCHS the ability to personalize support for SWD and ELL Teachers collaboratively plan and organize supports for SWD and ELL.
  - SBCCHS' competency-based approach allows all students to engage in deeply personalized learning pathways. Teachers use Understanding by Design (UBD) and Universal Design for Learning (UDL) frameworks to integrate differentiation into all planning, ensuring that the needs of students are addressed proactively.
  - SBCCHS also offers extensive SEL support and restorative practices, both of which support at-risk students and increase engagement in the program.
  - There are four special-education certified teachers to serve SWD. SBCCHS also recently hired three highly qualified teachers, including a staff member with a PhD in education for SWD and two teachers who are currently enrolled in master's programs and are expected to earn special education certification in the 2023-24 school year.
  - SBCCHS provides extensive training to special education teachers who are new to the profession. In 2022-2023, the school sponsored six staff members in the completion of a five-week intensive PD cycle on the fundamentals of special education compliance and instruction.
- ELL:
  - The competency-based model gives SBCCHS the ability to personalize support for SWD and ELL. Teachers collaboratively plan and organize supports for SWD and ELL.
  - Three full-time ENL teachers provide push-in and standalone instruction to ELL.

- In the 2023-2024 year, the school is introducing a role dedicated to leading reading interventions for ELL.

Summative Evidence for Benchmark 2:

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

1. Element: ***Curriculum***
    - **Indicator a:** As stated in the renewal application and explanations from the SBCCHS leadership team during the site visit, the school implements a competency-based education (CBE) model. As a competency-based program, all curricular materials are internally created by SBCCHS staff and organized around the core competency framework. The competency framework includes nineteen critical domains, called competencies, which are further broken down into sixty-six actionable skills, called attainments. Attainments are described in "I can" language and encompass academic and social-emotional elements. Attainments recur across different classes, providing students with multiple opportunities to practice and demonstrate mastery of essential skills. The competency framework is aligned to the New York State Learning Standards (NYSLS) and designed to help students master the skills and knowledge to pass the Regents exams, graduate from high school, and excel in a post-secondary environment.
    - **Indicator b:** The renewal application stated that the CBE model supports horizontal alignment across subjects through attainments. During the site visit, school leadership and lead educators explained that teachers at SBCCHS use the Understanding by Design (UBD) framework to build the scope and sequence for every course each semester, working backwards from the attainments to plan how skills are defined, built, and assessed. As part of the curriculum planning process, teachers and school leaders ensure that attainments are used consistently in different classes, giving students the opportunity to demonstrate understanding of the same skill across content areas. Horizontal alignment is also supported by interdisciplinary projects, which are assigned at least twice a year for each grade level. Grade-team leads oversee interdisciplinary projects each year, ensuring that they offer balanced opportunities to demonstrate mastery in different areas. Vertical alignment at SBCCHS is led by vertical content teams, which meet monthly to ensure that attainments and competencies follow a meaningful progression, culminating in college- and career-readiness. Vertical teams are led by the associate director of competency-based learning, a role SBCCHS introduced in their second charter term. The school has vertical teams in math, English, history, science, career, college, restorative justice, student life, and counseling.
    - **Indicator c:** The renewal application explained that the CBE model is grounded in differentiation. The leadership team during the site visit described the process, explaining that unlike traditional classes, where all students are expected to follow the same learning pace, classes at SBCCHS are differentiated based on content and skills. Within CBE, students work on specific skills and knowledge until they demonstrate understanding or mastery. SBCCHS maintains that this approach allows for highly differentiated instruction as it focuses on the specific abilities of each student. During the site visit, staff described offering different books/reading material for the same subject. This allows for Socratic discussions and deep thinking around core topics and skills, while allowing for each

student to attain those skills using material that suits their abilities and levels. Students are also given opportunities to demonstrate their understanding through a choice of final products.

- **Indicator d:** The SBCCHS renewal application outlined the dedicated time SBCCHS staff have in August and January to plan, using a long-term planning document which is submitted to the associate directors prior to the beginning of each semester. During the site visit school leadership explained how the long-term planning document is organized by unit and includes essential questions, interdisciplinary connections, assessments, anticipated misconceptions, scaffolds for students below and above grade level, and specific strategies to support ELL and SWD. During this time, teachers review student outcomes from the previous year or semester and determine whether adjustments to the curriculum are necessary. In 2022-2023, SBCCHS introduced quarterly planning days to provide staff with additional time to adjust the scope and sequence of their course in response to student data. Teachers also engage in curriculum review and refinement during weekly common planning time, during which they review student progress and identify areas where reteaching may be necessary. The CSO Site Visit Team spoke with staff about weekly planning and observed that there is ample time each week dedicated to ensuring that classes and lessons are aligned. In focus groups during the site visit, staff described this extensive planning in detail and explained how it ensured they were meeting their objectives.

2. Element: ***Instruction***:
    - **Indicator a:** In the renewal application, the school detailed how SBCCHS staff use a variety of high-quality instructional strategies to support students in achieving mastery. All teachers submit a weekly agenda to their direct supervisor, which outlines the upcoming lessons, group work, and assessment strategies for the week ahead. Long-term unit plans additionally identify the instructional scaffolds that teachers will use to support learning in each unit. The CSO Site Visit Team observed extensive practices regarding planning, but not as much on instructional practices. During the focus group, leadership expressed interest in learning more about possible systems to implement training around high-quality instruction. To ensure that teachers implement consistent strategies, SBCCHS uses a staff competency framework that includes indicators or goals on which to focus. The CSO Site Visit Team learned that staff choose their goals from this framework and communicate them to their supervisors, thus choosing what they would like to focus on for the year. During the year, they discuss their progress toward these goals, and at the end of the year, they present evidence of how they think they have done. School leaders use the staff competency framework as part of the observation and coaching structure and provide frequent informal feedback to teachers aligned with the observation tool.
    - **Indicator b:** During the site visit, the CSO Team observed students' understanding and even praise of the attainments. During the focus group and in classroom observations, students expressed that the attainments provided clear objectives and goals. Teachers, in a focus group, explained that at SBCCHS, they engage students by using culturally responsive instructional practices, which is one of the school's core values. School leadership explained during the site visit that teachers are expected to incorporate multiple perspectives into lessons and provide students with opportunities to explore and celebrate diverse identities staffing structure also supports student engagement: at SBCCHS, social-emotional learning (SEL) is integrated into all classroom spaces, with

support from youth development staff known as learning coaches. On the site visit, the CSO Team observed a dedication to hiring teachers and staff from the Bronx neighborhood that the school serves. Students, in a focus group, expressed how meaningful this was to them, and how it contributed to their desire to be at the school. During a class observation, a CSO Site Visit Team member observed the switch from the original curriculum plan to a new one, to discuss current events unfolding on students' social media and in the world. In a staff focus group, teachers expressed that this is a common practice in order to meet the real-world needs of the students. They expressed that because the CBE model focuses more on skills than on specific content, when possible, teachers can seamlessly shift to relevant topics and engage students in meaningful, culturally responsive lessons.

- **Indicator c:** In both the renewal application and during the site visit, the process for professional development was explained in detail. All SBCCHS teachers participate in extensive professional development designed to support differentiated instructional strategies. Prior to the beginning of each school year, SBCCHS provides one full day of PD dedicated to special education and English as a new language (ENL) instruction. As part of this PD, teachers receive training in the UDL framework. School leadership in a site visit focus group explained that UDL is an approach to teaching and learning that helps teachers design learning experiences for all learners, including students in at-risk subgroups. The CSO Site Visit Team observed that SBCCHS also uses technology in all classes as part of their effort to differentiate instruction and prepare students for success in the 21st century. During the site visit, teachers and leadership explained that SBCCHS has a 1:1 technology program that has been in place since the school first opened. All students use their devices to submit work in Schoology, SBCCHS' schoolwide learning management system. This was evident in classroom observations during the site visit. Students had Chromebooks out for most work in classes. Using shared, live documents, they contributed to classwork and discussions. During focus groups, staff explained that they have access to sufficient technology to support struggling students and help differentiate instruction.
- **Indicator d:** The renewal application stated that staff participate in PD every week, with additional training provided during full-PD days throughout the school year. In a site-visit focus group, leadership explained that during PD, school staff and external providers facilitate trainings on instructional best practices and serving the needs of students in at-risk subgroups. The PD schedule is responsive to the needs of students and staff, and aligned with the school's core values and mission. In a focus group, staff raved about their diverse PD opportunities and explained what they have learned in terms of education, leadership, and more as a result. Staff and leadership also explained that more PD is offered the longer staff stay at the school, as a retention tool. One staff member expressed that this contributed to him wanting to stay at SBCCHS.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** The renewal application detailed various formative, diagnostic, and summative assessments used at SBCCHS. The school explained in their renewal application that the CBE model includes multiple opportunities and methods for students to demonstrate their understanding and mastery of skills and content via diverse

assessments. As summative assessments, the renewal application explained that SBCCHS uses mastery-based grading to assess student progress as part of the CBE model. In every class, students complete multi-part performance tasks to demonstrate proficiency and mastery of attainments. This assessment uses a rubric: each attainment is associated with a normed rubric that describes the level of performance necessary to achieve competency, articulated on a four-point scale. In the fall, students must earn three or higher on one task to earn proficiency of that attainment. Mastery is then achieved by demonstrating the same skill in different contexts, multiple times throughout the year. This structure allows SBCCHS to assess both student proficiency and mastery, ensuring that students can utilize skills in different contexts and applications. As students progress from year to year in the program, the assessment requirements for demonstrating mastery of attainments increase to prepare students for the rigors of college. During the site visit, students in focus groups expressed understanding of and praise for this model. They said that it provided clear objectives and goals for their progress, allowing them to perform their own formative assessments. Students expressed that this model offered an approach with lower pressure than their previous schools. Attainments are SBCCHS' primary tool for assessing student understanding over time; as such, they correlate directly with GPA. According to the renewal application, SBCCHS also uses several external assessment tools to evaluate student performance and progress. SBCCHS leadership explained that the school recently introduced diagnostic assessments from Renaissance Star in fall 2022 for benchmark testing ELA and math. SBCCHS also uses IXL and Castle Learning for diagnostic and formative assessments. As part of SBCCHS' emphasis on college- and career-readiness skills, the school uses the College and Career Readiness Assessment Plus (CCRA+) to measure skills that are necessary for success in college and work environments.

- **Indicator b:** The renewal application stated that as a CBE program, SBCCHS teachers regularly collect both quantitative and qualitative data as part of student performance tasks. SBCCHS collects performance-based assessments in all courses, tied to attainments. Teachers review monthly mastery reports to monitor the progress of individual students, groups, and whole classes. This data is used to inform instruction and determine interventions for students who are not making progress. Qualitative data is collected through interdisciplinary projects, which require students to apply skills across different content areas. SBCCHS staff during the site visit provided an example of this: all students complete Gateway Presentations at the end of the year, which are interdisciplinary projects using completed work from throughout the school year. During Gateway Presentations, students demonstrate their ability to transfer skills and knowledge to complex problems and to reflect on their skill development and growth. SBCCHS staff and students both explained that Gateway Projects promote student ownership of learning and serve as a culminating capstone project for the year.
- **Indicator c:** The renewal application explained that staff teams meet weekly to review student data and discuss the needs of individual students, sub-groups, and classes. During the site visit, school leadership highlighted that in 2022-2023, SBCCHS introduced quarterly data days to provide teachers with more time for data analysis. SBCHHS staff explained that the school offers five dedicated PD days over the course of the school year, scheduled strategically around assessments and projects, where teachers receive support

from leaders in reviewing and responding to data to evaluate the effectiveness and quality of the academic program at a school-wide level, the board reviews a data dashboard at monthly meetings. The data dashboard includes academic data, such as Regents score and mastery reports, as well as college and career information, such as internship data and college admissions information. During the focus group with the board, members explained that the board's Academic Committee is focused on measuring additional metrics that SBCCHS believes predict student persistence in college, such as success in the Rites of Passage program. Both the board and school leadership explained that this is an area of focus in the school's upcoming charter term.

- **Indicator d:** As stated and detailed in the renewal application, SBCCHS uses multiple measures to assess student progress toward State learning standards, including mastery of attainments and performance on internal projects and assessments. School leadership focus group members explained that the competency-based framework is aligned to NYS learning standards, allowing SBCCHS to closely monitor student progress toward reaching these targets in every area of their academic program.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** The renewal application stated that SBCCHS uses multiple points of data to identify students who need additional support, including Renaissance Star diagnostic and formative assessments, monthly mastery reports, and staff observations. During the site visit, leadership explained that if a student does not show progress, they are referred to the special education team, who provide additional support; the team may also refer students to the local Committee on Special Education for further evaluation. During a focus group, leadership described the use of the Home Language Survey to determine the predominant language spoken in a student's home and the student's native language and English proficiency. SBCCHS continuously monitors the progress of students in this population through the annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT).
    - **Indicator b:** According to the New York City Department of Education (NYCDOE), the CSE has a strong professional relationship with the school. The school does, however, often require multiple reminders to send reports in advance of IEP meetings and it can be difficult to get documents in a timely manner. During the 2019/2020 school year, the school did not have any students referred for initial special education evaluations. The school implements its IEPs and generally provides students with meaningful educational benefit. The CSE has observed the charter school's consistent engagement with families to ensure participation in IEP meetings. The CSE has observed that the charter school representatives engage in thorough discussions regarding the provision of specially designed instruction during IEP meetings. The school did not have any students require a manifestation determination review during the 2019-2020 school year.
    - **Indicator c:** SBCCHS' renewal application explained that the school has structures to facilitate communication among staff regarding the needs of individual students. Classroom teachers and special educators have dedicated time for co-planning, with support from learning coaches. Staff in a focus group stated that the school also has weekly grade-team meetings, where SBCCHS staff discuss specific students and plan interventions. This structure allows all staff to provide input into the creation of common intervention plans. Twice per month, grade teams and advising teams meet to discuss

student learning and progress. These meetings are attended by special education and general education teachers as well as learning coaches.

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. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] 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

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

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
2. Behavior Management and Safety	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. 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. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	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. 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. 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. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. 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

Element	*Indicators*
	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 been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
    - **Indicator a:** Attendance has been a challenge for SBCCHS students in the second charter term. According to the renewal application and site-visit discussions, SBCCHS attributes this to several factors, including pandemic-related attendance barriers, and the shift to a new facility. Recognizing that attendance is critical to student success, SBCCHS explained in its renewal application how it implements a tiered approach to address chronic absenteeism. For students at a Tier I (two absences in one week), the school responds with a restorative circle with advisor and counseling team member. A Tier II (four absences in four weeks; more than two absences in one week with no contact) response consists of a circle with the student's advisor, parent, and school leader or restorative justice leader. Tier III (absent for full week; eight days missed in the first two months of school) responses require a home visit with advisor and school counselor. A Tier IV (continued chronic absences, despite previous interventions) response occurs if all other interventions are ineffective and involves outside agencies for additional out-of-school support. The renewal application described that to expand their capacity to implement the above approach with fidelity, SBCCHS hired a social work team lead in the 2021-22 school year. The social worker, in addition to other school counseling staff, monitors attendance patterns weekly and ensures that students and families receive the support they need. In a focus group, this lead explained the four-tier approach and how it is contributing to lower absenteeism. She explained that it provides a comprehensive and human approach to the realities facing families at SBCCHS.
    - **Indicator b:** According to the renewal application, there were twenty-five out-of-school suspensions at SBCCHS in 2022-2023. Comparative data for the district is not publicly available as of the submission of the school's application. During the site visit, school leadership explained the SBCCHS' approach to behavior management, including their process to reduce out-of-school suspensions. School leadership emphasized that out-of-school suspensions are a last resort. Restorative justice practices, including time away from those harmed, personal or supported reflection time, and holding oneself accountable in a public setting for harm caused, all comprise the approach used by SBCCHS to avoid and/or reduce out-of-school suspensions. Students in a focus group explained that they had personally gone through this process to prevent their suspension, and that they found it extremely helpful. They stated that they learned about themselves and found it helpful to apologize and apologize for harm they had caused their fellow students and community. School leadership and support staff during the site visit explained that the approach is effective.
    - **Indicator c:** As explained in the renewal application, SBCCHS reviews a variety of sources to measure and evaluate school climate and culture. This includes data on attendance and retention, discipline, suspension, and data from surveys including the NYC School Survey and internally created surveys. The school also reviews feedback from student leadership groups, such as the student action board, and feedback from authorizer site visits.

2. Element: ***Behavior Management and Safety:***
    - **Indicator a:** SBCCHS follows a clearly written discipline policy, included in their Family Handbook, and distributed to families annually. It includes a clear description of the procedures followed by all staff regarding in and out of school suspensions. According to school leadership, the policy is designed to support student accountability, community safety, and the competency-based model. SBCCHS accomplishes this using Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices. During a site-visit focus group, staff explained that they all participate in annual and ongoing professional development to build understanding of SBCCHS' approach to behavior management, and the staff work with outside organizations who provide additional training in restorative justice. SBCCHS has a restorative justice specialist at each grade level who oversees the program and supports teachers and other staff with student behavior.
    - **Indicator b:** SBCCHS uses a restorative approach to proactively build an inclusive school culture. This includes the following tiers, which integrate PBIS and RJ practices: Tier I Restorative Practices at SBCCHS include Summer Bridge, a weeklong program built on research from the CUNY Start program in which all incoming students participate. During the site visit, SBCCHS support staff explained that student belonging is the focus of Tier I. The renewal application also listed welcome visits as a part of Tier I approaches, where SBCCHS staff visit students' homes to learn more about the family and allow the family to ask questions about the school. Additionally, the renewal application listed morning circle and closing circles as part of their Tier I practices. During the site visit, CSO Site Visit Team members observed morning and closing circles. Students were actively participating and leading these activities. During focus groups, students talked very positively about these circles and how they feel supported and valued in them. They explained that these circles help set the tone for the day and remind them that they are part of a larger community. The renewal application stated that CORE Advisory and Rites of Passage are also a crucial part of Tier I practices. During the site visit, CSO Site Visit Team members observed CORE classes and witnessed students actively participating in discussions and working toward both academic and SEL skills. In focus groups, students explained that being with the same CORE group for four years is helpful and rewarding. They described the various benefits for building community, being held accountable to each other, and resolving problems. CORE groups combine to create Rights of Passage groups that participate in community and international service projects. Students in the focus groups were excited to describe the work they have done, and the positive, community-building experiences CORE provides. Lastly, the renewal application lists Culturally Responsive Instruction: SBCCHS celebrates student identity by using culturally responsive practices that promote students' sense of belonging. All teachers are trained in culturally responsive practices as part of annual and ongoing PD. SBCCHS explained in the renewal application that their Tier II restorative practices are employed when a student commits a behavioral transgression. The discipline policy identifies five levels of infraction, which are progressively more serious. The behavioral infractions at each level have corresponding interventions, including guidance and possible disciplinary responses. For all infractions, SBCCHS staff use both disciplinary and restorative elements with the goal of reintegrating the student into the community and repairing any harm that has occurred. During the site visit, support staff and leadership explained that this work is overseen by the RJ specialist at each grade level, who responds to behavioral challenges with support from the student's advisor and other school staff. Staff explained that students sign a contract, committing to do or not do certain actions again. This contract helps them make

specific commitments to themselves and to their fellow students, thus promoting accountability and community repair.

- **Indicator c:** SBCCHS maintains a safe, inclusive environment that supports students holistically. This is evidenced by outcomes on the 2022-2023 NYC School Survey. In 2022, 87 percent of students responded positively to questions about school safety, exceeding the citywide average for high school students. Notably, 99 percent of students agreed with the statement "I feel safe in my classes at this school," an increase of 7 percentage points from the 2019 survey.
- **Indicator d:** The CSO Site Visit Team observed an environment free from bullying, harassment, and discrimination through their approach to behavior management, which is grounded in restorative practices. The discipline policy includes a code of conduct, which outlines behavioral expectations and clear interventions for when an infraction occurs. SBCCHS maintains compliance with the Dignity for All Students Act (DASA), with oversight from the associate director of SEL, who serves as the DASA Coordinator and is identified in the DASA Policy as well as the school's website.
- **Indicator e:** The CSO Site Visit Team observed most classrooms with environments that are conducive to learning and generally free from disruption. The Discipline Policy identifies the expectations for classroom teachers and learning coaches in maintaining a positive classroom environment that supports effective teaching and maximizes student learning. Some classes observed were led by new teachers who would benefit from professional development in classroom management and effective teaching practices. During the site visit, staff in focus groups described the support and training they receive in restorative justice practices and how they feel equipped to support students in their journeys.

3. Element: ***Family Engagement and Communication:***
   - **Indicator a:** SBCCHS implements a variety of strategies to support relationships with families and discuss students' strengths, progress, and needs. These include the use of Schoology as an online learning management system, where parents can view student progress at any time. This platform has immersive reader integration, which will read aloud in the language of choice. The students at SBCCHS also participate in student led conferences. Dates for student-led conferences are shared at the beginning of each school year to ensure that parents can participate, and translation services are provided if needed. In focus groups, staff said that they enjoy seeing students build awareness around and explain their own academic journey.

     Indicator b: As described above, SBCCHS uses multiple methods to engage and communicate with families. The school offers translation services to families and provides all communications in families' preferred language, regardless of the disability status or language ability of their children. SBCCHS hosts events throughout the year as one of the primary strategies for involving families. During the site visit, staff in focus groups expressed praise for these events and described how they connect the school to the larger community, and vice versa. They highlighted examples that brought people from the community into the school. Welcome visits also promote family engagement. During welcome visits and enrollment events SBCCHS collects information from each family to learn about their communication preferences.
   - **Indicator c:** SBCCHS uses several tools to assess family satisfaction, including the NYC School Survey and the NYSED Charter School Office Survey. To encourage participation, SBCCHS asks families to complete surveys during spring student-led conferences. From 2021 to 2022, the response rate on the NYC School Survey increased by ten percentage points.

In addition to administering satisfaction surveys, SBCCHS collects feedback from families through frequent informal conversations with school staff and leadership and uses this feedback to adjust the program. For example, parents indicated that they would appreciate increased information about how the grading model works. In response, SBCCHS created a three-page document to provide new families that clearly explains the CBE model and grading system. This document is integrated into student-led conferences and back-to-school night, serving as a guide for families new to the program. To increase parent voice in schoolwide decisions, SBCCHS invited a parent to join the board as a voting member in 2023. The parent is currently in the process of joining the board and has been attending monthly meetings since February 2023. SBCCHS uses student feedback to align policies, programs, and initiatives with the needs of the diverse student body, ultimately cultivating shared ownership over educational achievement. In every course, students complete mid-year surveys, providing actionable feedback that teachers can implement in their classrooms. Students also complete end-of-year surveys for every course, which are used as part of the teacher evaluation process. In the 2022-2023 school year, SBCCHS created a Student Action Board, which oversees student-led programming and decision-making. The Student Action Board administers an annual survey to all students, which has high participation rates. Students are also periodically invited to share feedback with the SBCCHS Board of Trustees. During the site visit, CSO Team members were able to meet students on this board and hear about their experiences. Students excitedly discussed their participation on this board and how they gather and share feedback from other students.

- **Indicator d:** SBCCHS has a clear procedure for families or community members to submit concerns. The Student and Family Handbook outlines an informal and formal process for submitting a complaint to the school.
- **Indicator e:** SBCCHS publishes an annual report each year, which contains school-level academic and organizational data. The annual report is available on the school's website. SBCCHS also shares schoolwide academic data at monthly board meetings, such as reports from Schoology that indicate the overall progress of each grade level.
- **Indicator f:** The school has a link to the NYSED School Report Card on its web page.

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** As described in the renewal application, described at length during focus groups, and observed during the site visit, students' social-emotional health is an integral part of the school model and educational approach. Recognizing that academic success is closely tied to emotional well-being, the school has comprehensive systems to provide robust support in this area, as described below.
        - **Staffing Model:** The school implements a unique staffing model to support the SBCCHS program, which highlights both academic and social-emotional learning. Staff is made up of academic and youth development staff, including learning coaches, who lead the CORE advisory and Rites of Passage programs and provide critical academic and SEL support in the classroom. SBCCHS also has youth development specialists, including counselors, restorative justice specialists, and social workers. In the 2023-24 school year, the school is introducing an associate director of SEL to provide increased support and oversight to youth development staff, who serve as the leads of the advising program, and other staff members that provide SEL support to students.

- **CORE Advisory:** One of the main strategies for providing SEL support, and observed during the site visit, is the CORE Advisory program. CORE is a graded class that all students attend for a 50-minute period each morning. This model allows the school to provide individualized advising to all students. Each CORE group is led by a classroom teacher and learning coach, with learning coaches acting as the primary facilitator. The two adults in each CORE group split the advising load of that group, with each adult acting as an individual advisor to half of the students in their group. CORE groups stay together throughout a student's four years, meeting daily, and CORE leaders provide individualized advising every two weeks as an additional element of CORE.
- **Rites of Passage Program:** SBCCHS has a Rites of Passage program that serves as a critical social-emotional support for students and builds a positive, inclusive school culture. The school partners with the Brotherhood Sister Sol, a social justice and youth-development organization to serve the needs of underserved youth. The Rites of Passage Program at SBCCHS consists of single-gender groups, or chapters, which are organized by grade, and led by two adults. There is also a non-binary group in the Rites of Passage program. Rites of Passage groups remain together throughout the students' time at. SBCCHS During focus groups, leadership and teachers described how this fosters a sense of belonging, creates a safe space, and encourages open conversations. Rites of Passage groups meet weekly to engage in leadership development, conflict resolution, political education, community service, and other activities. Students also participate in Rites of Passage milestones throughout their four years, including an overnight camping trip and overnight college visit. The milestones culminate in an international trip for rising 12th grade students. Students have completed trips to Ecuador, Costa Rica, and Puerto Rico, where they engage in service learning and participate in cultural activities.

- **Indicator b:** As stated in the renewal application, SEL skills are built into the school's competency framework, with several attainments describing social-emotional skills, such as Attainment # 48: "I can take care of myself in healthy ways" and Attainment #55 "I can show strength and take action even in the face of fear." Students in a focus group explained that they complete challenges as part of CORE. School leadership explained that these challenges include multiple methods of assessment to demonstrate proficiency and mastery of each attainment, which are graded on an attainment rubric and tracked in Schoology with other attainments. During biweekly advising meetings, students and advisors review student progress with mastering SEL attainments and identify whether additional support is needed from school social workers. During the site visit, students in a focus group mentioned that they enjoy having attainments that go beyond the academic standards. They were able to name specific numbers and descriptions of SEL attainments and explain how they benefit them at the school. School leaders regularly review mastery reports and track SEL attainments to identify areas where students need additional support. After the COVID-19 pandemic, leaders shared that they identified that collaboration and relationship-based attainments were the most challenging for students. In response, youth development staff adjusted the CORE curriculum to provide additional support in these areas.
- **Indicator c:** The renewal application highlighted the ways in which school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students, including the Student Action Board, meetings with families and students, and dedicated PD where staff can share anecdotal data regarding the approaches used by the school. During the site visit, SBCCHS staff explained that evaluating their culturally responsive teaching and RJ and PBIS practices provided key information on the effectiveness of these approaches. Student and

family feedback, combined with a reduction in behavioral issues continually inform the school's approach to students' social and emotional health.

- **Indicator d:** According to the renewal application and as stated in focus groups, all SBCCHS staff receive extensive PD in responding to the holistic needs of students, including SEL and mental health needs. Cultural responsiveness is a key design element and core value of the program. As such, all PD is presented through this lens, with consistent emphasis on the ways that student identity impacts learning and how staff can use culturally responsive practices to expand access points for students.
- **Indicator e:** In 2022-2023, six percent of SBCCHS students were homeless. The school social work team, which includes three social workers, provides critical support to ensure that these students' basic needs are met so that they can fully engage in learning. Programmatic elements of the school model also support homeless students through the focuses on social-emotional wellbeing, restorative justice, and student identity. SBCCHS has a McKinney-Vento coordinator. The renewal application states that school leadership communicates this information to staff annually to continually support these students.

Benchmark 4: Financial Condition

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

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Charter School's 2022-2023 composite score is 0.67.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	2.31
2019-2020	2.48
2020-2021	2.80
2021-2022	3.00
2022-2023	0.67

In July 2022, the school adopted a new accounting standard, taking on a significant lease liability, a right-of-use asset, and a substantial current liability. This new accounting standard negatively impacted the school's FY 2023 statement of financial position and its composite score.

Benchmark 5: Financial Management

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

Finding: Select a rating. Meets

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

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

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** According to the renewal application, the SBCCHS Board of Trustees (the board) regularly evaluates the performance of school leadership, itself, and providers to ensure that the school is on track to achieve its goals. The board evaluates the school leader annually using a rubric developed by the board in collaboration with a consultant experienced in CBE. The

evaluation follows the school's competency model and aligns with the method in which the executive director evaluates the school's leadership team as well as the way that teachers evaluate students. To self-assess, the board shared in a focus group that it holds an annual retreat during which trustees reflect on best practices and lessons learned from the past year, as well as set goals for the new year. During the site visit, the board described its most recent retreat where they invited students to attend the retreat and speak about their experiences, ask questions, and provide feedback.

- **Indicator b:** At the time of the site visit, the board had seven members, with backgrounds in finance, law, marketing, data analytics, fundraising, education, and community development. Three of the current members have served on the board since SBCCHS first opened in 2016. In the second charter term, two members of the board departed and SBCCHS added two new trustees. During the site visit, board members explained that exited members are still in direct contact with the school, making key contributions. Most members leave only for geographic reasons, and still want to be as involved as possible with SBCCHS. In addition, as of the submission of this renewal application, there are two prospective trustees at various stages in their application process to join the board. To recruit new members, the board takes great care in identifying prospective board members who can contribute to the school's vision and mission. The process involves current and past board members, school leaders, and other relevant stakeholders who play an active role in identifying potential candidates. In the focus group with the board, members described diligently working to connect to the community and to recruit people who come from and/or serve the area where SBCCHS is located.
- **Indicator c:** As stated in the renewal application, SBCCHS does not contract with comprehensive service providers. The board demonstrates oversight of the school's fiscal operations through monthly review of its financial health with the Finance Committee, and its participation in the annual audit process. When necessary, the board has acted to ensure financial health, as evidenced in the recent work to achieve tax abatement for the school's facility. The board's oversight of academic and other school goals happens both annually, through the evaluation of the school leader, and on a more frequent basis as the Academic Committee presents the board with interim assessment data, and the school leader provides monthly updates on leading indicators such as attendance rate.
- **Indicator d:** The renewal application states that the board engages in continuous planning by setting priorities and goals aligned with the SBCCHS mission and charter. Chief among these has been maintaining financial health while acquiring a new facility in this charter term, which was a critical area of need to fully implement the SBCCHS charter. According to what was stated in the renewal application and in focus groups with school leadership, the board has worked extensively with school leaders to support the school in the facility process. In addition, the board is also currently supporting the school in obtaining a tax abatement that will save the school nearly half a million dollars in property taxes each year. Beyond the anticipated tax savings, the board is also focused on building fundraising capacity as an additional strategy to maintain strong finances and ensure that the school can continue to maintain a high-quality program. This work was evident in conversations with the board during the site visit. Members in the focus group explained successes in this area, describing the unique skill sets and community connections of the new members, currently being leveraged to support and grow the school.
- **Indicator e:** The renewal application details how the board regularly updates school policies and engages outside counsel as needed to ensure compliance with state and federal laws. SBCCHS submits revision requests to NYSED when applicable. In conjunction with this renewal application, the board submitted revision requests for updates to the complaint policy and discipline policy.

- **Indicator f:** As stated in the renewal application, board members are required to visit the school at least once per year. Board members in the focus group shared that this practice is a valuable tool for the professional development of trustees. In addition to school visits and activities such as an in-depth onboarding process and annual retreats, the board shared during its focus group that it periodically engages in professional development on specific topics. For example, in the 2022-2023 school year, the school contracted with the Pavon Firm to conduct diversity, equity, and inclusion (DEI) training with students, staff, leadership, and the board. In addition to the DEI topics covered, the board's training also included best practices in organizational dynamics and how to build and maintain strong relationships between the board and school leaders. A future priority for the board's professional development includes building board skills and understanding of fundraising. During the site visit, the board described how meaningful visiting the school was because it brings to life all the hard work they do on a regular basis. They also invited students to both the retreat and regular board meetings, to continue to build community, trust, and mutual goals.
- **Indicator g:** The renewal application explains how the board has demonstrated awareness of its governance role, legal obligations, and requirements of the charter. Two members of the original board have taken coursework to strengthen their understanding of governance practices, and this is evidenced through the school's compliance with applicable laws and regulations and faithful implementation of the charter, as shown in previous feedback from the school's authorizer. During the site visit, members of the board expressed how pleased they were to be stepping more into a governance role, offering leadership guidance to staff, focusing on fundraising and financial health, and building a strong relationship with students and the school in general. They shared that because of the diversity of skills and experiences within the board, governing the school is becoming increasingly possible and helping all to thrive.
- **Indicator h:** As stated in the renewal application, all SBCCHS trustees are required to read the NYSED Charter School Performance Framework when they join the board. Trustees consistently use the Performance Framework as a reference during board meetings and when setting goals and priorities for the school.

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

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

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 improved from an Approaches to a Meets due to improved leadership structure, and full implementation of the competency-based model.

1. Element: ***School Leadership:***
    - **Indicator a:** According to the renewal application and discussed during leadership focus groups, during the current charter term, the school has evaluated the effectiveness of its three-person leadership team. The board and school leaders concluded that this model, while initially effective, was unsustainable for the program's long-term success. School leadership explained during a focus group that to ensure a sustainable and effective leadership structure, SBCCHS shifted to a two-person leadership model in the 2022-2023 school year, introducing the role of head of school to oversee both the academic and youth development elements of the program. During the site visit, the SBCCHS leadership team shared that it is instrumental in ensuring that the SBCCHS vision is realized in every aspect of the school.
    - **Indicator b:** The renewal application explains that SBCCHS leaders, including the executive director, head of school, and associate directors, maintain frequent communication with all school staff. The distributed leadership model ensures that staff voice is included in every step of the decision-making process. This was confirmed in discussions with staff during the site visit.
    - **Indicator c:** As outlined in the renewal application, SBCCHS has a tiered career advancement model based on teacher experience and leadership. The renewal application continues to explain that this model is designed to attract and retain talented teachers. The recruitment team has built relationships with NYC Men Teach, Harvard Graduate School of Education, Brothers Empowered to Teach, Teach for America, Peace Corps Fellows, City Year, and many other organizations. The career advancement strategy combined with competitive compensation and an innovative environment attracts excellent personnel. Teacher retention at SBCCHS is high, reflecting the positive working environment and support provided to teachers. SBCCHS leadership shared that the school provides tuition reimbursement for degree-bearing programs to support the continued growth of their staff. The school also incentivizes teacher certification through the salary structure. Finally, SBCCHS works with the New York City Charter Center's Certification Team to support teachers in earning certification.
    - **Indicator d:** The renewal application shared that SBCCHS leadership is familiar with the NYSED Charter School Performance Framework standards and uses these standards to guide schoolwide goals and initiatives. The accountability goals are aligned with the Framework. This was confirmed in school leadership focus groups.

2. Element: ***Professional Climate:***
    - **Indicator a:** SBCCHS is governed by its board. Following the board in leadership are the Executive Director and Head of School, who focus on executive tasks and school tasks, respectively. Leadership is supported by four Associate Directors, each of whom focus on one key area of the school's mission. Pathways.
    - **Indicator b:** According to the renewal application, SBCCHS has a multi-layered support system to ensure that teachers have the necessary skills and expertise to meet the diverse needs of the students. At the time of the renewal site visit, the school had exceeded the limit for uncertified teachers. The staffing structure includes several roles that provide integral support to teachers, and the school offers professional development to all staff. Teachers receive support from grade team leads, a role filled by SBCCHS teachers who have demonstrated effectiveness in improving student outcomes, coaching, data analysis, and culture building. Team leads provide coaching and support with interdisciplinary projects, long-term planning, grade-level challenges, and lead weekly grade-team meetings. Finally, SBCCHS has model teachers, who provide 1:1 support for new teachers. Model teachers have reduced teaching responsibilities to accommodate mentoring. SBCCHS follows a professional development calendar, as outlined in the renewal application, and confirmed at the site visit, designed to provide school staff with the skills to implement the mission and core values with fidelity. Time for PD is integrated into the weekly and monthly schedule.
    - **Indicator c:** According to the renewal application and evidenced during the site visit, SBCCHS is fully staffed with personnel to meet all operational needs. The operations team is led by the associate director of finance, operation, and HR in coordination with a fiscal management firm.
    - **Indicator d:** As stated in the renewal application, teachers have opportunities to collaborate daily. At the classroom level, all teachers are paired with learning coaches or youth development specialists. Teachers meet weekly in grade teams and participate in curriculum and instructional planning during grade-team meetings. SBCCHS has well-established protocols that guide all grade-team meetings. Teachers also collaborate on interdisciplinary projects during this time, ensuring that each project is aligned across subjects.
    - **Indicator e:** According to the renewal application and confirmed in teacher focus groups, SBCCHS utilizes a competency framework for teacher self-reflection and evaluation. The framework includes five domains: youth development and related attainments, culturally responsive and relevant education, restorative practices, facilitating student learning, and designing performance assessment. Staff perform self-assessments at the beginning of the year and are observed in six-week cycles with feedback. Teachers create portfolios or presentations to demonstrate performance and growth. Data from observations is used to inform end-of-year performance reviews.
    - **Indicator f:** BCCHS states in their renewal application that the school and leadership value teacher and staff feedback and have several structures in place for gauging their satisfaction. The school administers at least three surveys throughout the year. In the fall and mid-year, SBCCHS typically administers surveys asking staff to identify “glows and grows” in key areas. At the end-of-year, school leaders conduct a series of focus groups with staff to collect anecdotal satisfaction data. These meetings culminate in goal setting for the coming school year. SBCCHS also administers the NYC School Survey annually.

3. Element: ***Contractual Relationships***:
    - **Indicator a:** n/a

- **Indicator b:** According to the renewal application, SBCCHS monitors the efficacy of service providers by ensuring that services are provided as described in contract terms.

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

Element	*Indicators*
1. Mission and Key Design Elements	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. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

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

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** During the renewal site visit, the CSO Site Visit Team witnessed a comprehensive commitment from the board, leadership, staff, and students to the school's approach, mission, and goals. In focus groups and observations, students and staff described the CBE model, the attainments, grading structures, restorative justice practices, and commitment to the school community.
   - **Indicator b:** SBCCHS initial charter documents list four key design elements. During the site visit, the CSO Site Visit Team observed highly developed systems supporting full implementation of all key design elements.
     - **Competency-Based Teaching and Learning**: At SBCCHS, the instructional model is designed to help students demonstrate mastery of nineteen core competencies, aligned to the NYSLS and designed to support postsecondary success. In their second charter term, the school introduced new observable indicators to the staff competency framework to support staff implementation of the CBE model. During focus group conversations and observations all school stakeholders were able to clearly describe and often referred to the nineteen core competencies.
     - **Cultural Responsiveness:** SBCCHS serves a diverse student population, according to charter documents and the renewal application. The school honors student identity, empowering the students, and creating strong relationships between staff and students. The Rites of Passage program supports this design element, as does the student-centered academic model, which develops students as leaders of their own educational progress. SBCCHS teachers are provided with training in culturally relevant practices throughout the school year to ensure that this design element is consistently implemented.

- **Supportive Staffing:** SBCCHS' staffing model outlined in the renewal application includes roles that support social-emotional learning, college and career readiness, and restorative practices. These youth development staff ensure that social-emotional skills are integrated with academic content in all classes. In the second charter term, they adjusted their staffing model, reducing the number of senior leadership members and adding associate directors to provide increased support to teaching and youth development staff.
- **Adaptive Operations and Management:** As outlined in the renewal application, and discussed during leadership and board focus groups, SBCCHS engages in several different improvement protocols each year to drive changes in the program. During the site visit, the CSO Site Visit Team witnessed several examples of adaptive operations and management. Staff and students alike described how the school tries new initiatives, gives them time to flourish, and then makes changes based on feedback and response from the school. School leadership provided examples of initiatives that flourished and others that required immediate adjustment.

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

Element	*Indicators*
1. Targets are met	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. Targets are not met	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 been consistent as an Approaches due to consistently low enrollment of ELL students.

1. Element: ***Targets are met:***
   - **Indicator a:** According to the 2021-2022 and 2022-2023 data, the school enrolled 85 percent and 89 percent of its contracted enrollment, respectively**.** SBCCHS also enrolled a comparable percentage of SWD and ED students, +1 and -1 percentage points to the DOL, respectively. Throughout the charter term, SBCCHS has retained students at a higher rate than the DOL. This includes all students and each subgroup.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school struggles to enroll ELL at a comparable rate to NYC CSD 9. In 2022-2023 SBCCHS enrolled ELL at a -20 percentage point differential compared to the DOL.
   - **Indicator b:** According to the renewal application, in the 2023-2024 school year, the SBCCHS has implemented several new recruitment strategies including recruitment events, partnerships with

local K-8 charter schools, work with a marketing firm, and multilingual outreach to local middle schools. Focus groups during the site visit explained in detail the school's approaches for meeting enrollment and retention targets, including those listed above and the school's comprehensive academic and social-emotional supports for students. During the 2022-2023 school year, the school introduced several strategies for increasing enrollment in areas not currently met. These strategies include recruitment events in diverse languages, partnerships within the community, and striving to identify possible K-8 feeder schools, whose mission may be somewhat aligned with SBCCHS. The school has also partnered with Community Based Organizations (CBOs) that serve recent arrivals to NY to identify prospective students.

- **Indicator c:** SBCCHS leaders compare school enrollment with data from NYC CSD 9 to evaluate the recruitment strategies and program services for ED students, ELL, or SWD. During the site visit, leadership and the board made it clear that they will continue to implement the strategies described above to target the enrollment of students in these subgroups, particularly ELL.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

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

1. Element: ***Legal Compliance:***
   - **Indicator a:** According to the CSO records, SBCCHS has mostly complied with applicable state and federal laws and the provisions of its charter. The school's mission statement provided with the 2023-2024 renewal application is consistent with the NYSED approved mission statement. The school has submitted revision requests to the CSO Online Portal for changes to its discipline and complaint policies. The school continues to work to ensure legal compliance regarding fingerprint clearance and teacher certification regulations. During the leadership focus group, the CSO Site Visit Team and school leaders discussed the issue of staff having start dates prior to obtaining fingerprint clearance. Although the analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report shows a reduction in instances, there were still six staff members hired during the 2022-2023 school year without clearance prior to their start date. The school described its

misinterpretation of the law regarding the difference between employee start date and start date with students. At the time of the visit, the leadership informed the CSO Site Visit Team that they are changing hiring policy to reflect this.

- **Indicator b:** SBCCHS received a notice of deficiency from NYSED CSO dated May 27, 2021, regarding the enrollment of ELL and the total enrollment as compared to contracted enrollment. They submitted a corrective action plan as required. In addition, SBCCHS was in compliance with authorized total enrollment in 2021-2022 and 2022-2023, enrolling 85 percent and 89 percent of their contracted enrollment in each year, respectively. In the SBCCHS 2021 renewal report, the NYSED Charter School Office noted that the school has a record of late but substantial compliance with applicable state and federal laws and the provisions of its charter. In response, the school has implemented proactive policies to ensure that all reporting is completed on time.
- **Indicator c:** SBCCHS reported in its renewal application that it is a member of the NYC Charter School Center Teacher Certification Program. The certification team from the center provides analysis and in-depth technical support to ensure that SBCCHS is in compliance with applicable laws and regulations. The school provides reimbursement for staff members pursuing teacher preparation and certification program. In 2022-2023 the school reported three uncertified teachers above the statutory limit.
- **Indicator d:** According to CSO records, since the time of the midterm site visit, SBCCHS has submitted revision requests to the CSO portal as required.
- **Indicator e:** According to 2021-2022 and 2022-2023 data SBCCHS has remained in compliance with its authorized maximum enrollment. The school continues to struggle to enroll a comparable percentage of ELL students to the DOL.
- **Indicator f:** The renewal application explained that the board collaborates with its counsel for legal and fiscal management and advisement. These partners provide guidance to the school to ensure compliance with state and federal laws and regulations. Each year, relevant SBCCHS staff review school policies, and propose relevant updates. These updates are then reviewed by school leaders and/or the board. Finally, policies are submitted to legal counsel, who complete a final review and ensure that the school documents and policies are in compliance with state and federal laws.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL	320900861100	343

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 9
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	1110 WASHINGTON AVE, BRONX, NY, 10456
Website:	www.southbronxcommunity.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2016
Authorizer:	REGENTS
CEO:	MR. JOHN CLEMENTE
CEO Phone:	917-553-6372
CEO Email:	john.clemente@southbronxcommunity.org
BOT President:	MR. ALVAREZ SYMONETTE
BOT President Phone:	917-991-7923
BOT President Email:	asymonette1@gmail.com
Institution ID:	800000086907

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

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/21 - 06/30/24
2019-2020	Check-in
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

South Bronx Community CHS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	AECI II: NYC CHS for Computer Engineering and Innova	.	.	.	+75
		Academy of Hospitality and Tourism	.	.	.	-6
		Belmont Preparatory HS	.	.	.	-1
		Bronx Legacy HS	.	.	.	+75
		Bronx Center for Science and Mathematics	.	.	.	-20
		Bronx Compass HS	.	.	.	-12
		Bronx Leadership Academy IIHS	.	.	.	-6
		Bronx School of Law and Finance	.	.	.	-8
		Bronxdale HS	.	.	.	-6
		Cinema School (The)	.	.	.	-20
		Dewitt Clinton HS	.	.	.	-16
		East Community School	.	.	.	+3
		Eximius College Preparatory Academy: A College Boar	.	.	.	-14
		Gorton HS	.	.	.	-15
		HS for Global Citizenship (The)	.	.	.	-12
		HS for Law, Advocacy and Community Justice	.	.	.	-1
		HS of Arts and Technology	.	.	.	-8
		HS of Hospitality Management	.	.	.	-5
		Hero (Health, Education and Research Occupations) HS	.	.	.	-17
		Lincoln HS	.	.	.	-20
		Longwood Preparatory Academy	.	.	.	-7
		Manhattan Business Academy	.	.	.	-18
		Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	-8
		Mott Hall Bronx HS	.	.	.	-10
		Roosevelt HS - Early College Studies	.	.	.	-19
		Unity Center for Urban Technologies	.	.	.	-22
		University Prep CHS	.	.	.	-20
		Urban Action Academy	.	.	.	+8
		Urban Assembly CS for Computer Science	.	.	.	+75
		Urban Assembly School for Green Careers (The)	.	.	.	-20
		Urban Assembly School for the Performing Arts	.	.	.	-6
		Victory Collegiate HS	.	.	.	-12
		Williamsburg CHS	.	.	.	-9
		Mean	.	.	.	-3
	+/- 7.5	Academy of Innovative Technology	.	.	.	-16
		American Sign Language & English Secondary School	.	.	.	-19
		Astor Collegiate Academy	.	.	.	-5
		Bronx Academy for Software Engineering (Base)	.	.	.	-6
		Bronx Aerospace HS	.	.	.	-3
		Bronx Engineering and Technology Academy	.	.	.	-4
		Bronx HS for Writing and Communication Arts	.	.	.	+2
		Bronx HS for the Visual Arts	.	.	.	-6
		Bronx Health Sciences HS	.	.	.	-23
		Bronx Lab School	.	.	.	-5
		Bronx Theatre HS	.	.	.	-13
		Bronxwood Preparatory Academy (The)	.	.	.	-10
		Brooklyn Academy of Global Finance (The)	.	.	.	-8
		Brooklyn HS for Law and Technology	.	.	.	-8
		Brooklyn Institute for Liberal Arts	.	.	.	-17
		Brooklyn Preparatory HS	.	.	.	-19
		Brooklyn School for Math and Research (The)	.	.	.	-18
		Broome Street Academy CHS	.	.	.	+15
		Burgard HS	.	.	.	+8
		Business of Sports School	.	.	.	-12
		Corcoran HS	.	.	.	-8
		Cultural Academy for the Arts and Sciences	.	.	.	-14
		Edison Career and Technology HS	.	.	.	+17
		Emerson School of Hospitality	.	.	.	-12
		Fannie Lou Hamer Freedom HS	.	.	.	-6

	Franklin Upper School	.	.	.	+23
	George Westinghouse Career and Technical Ed HS	.	.	.	-16
	Global Learning Collaborative (The)	.	.	.	-14
	Gotham Collaborative HS	.	.	.	+7
	HS for Enterprise, Business & Technology (The)	.	.	.	-10
	Health Opportunities HS	.	.	.	0
	Heritage School (The)	.	.	.	0
	Hudson HS of Learning Technologies	.	.	.	-11
	Information Technology HS	.	.	.	-13
	Knowledge and Power Prep Academy International HS	.	.	.	-25
	Landmark HS	.	.	.	-10
	Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	-3
	Mckinley Vocational HS	.	.	.	-12
	Morris Academy for Collaborative Studies	.	.	.	-16
	Murray Hill Academy	.	.	.	-9
	New Design HS	.	.	.	-12
	New Visions CHS for the Humanities	.	.	.	-25
	New Visions CHS for the Humanities II	.	.	.	-9
	New York City CHS for Architecture, Engineering & Cor	.	.	.	-19
	Progress HS for Professional Careers	.	.	.	+3
	Queens Technical HS	.	.	.	-9
	School for Human Rights (The)	.	.	.	-13
	Stephen T Mather Building Arts and Craftmanship HS	.	.	.	-13
	Union Square Academy for Health Sciences	.	.	.	-13
	University Heights Secondary School-Bronx Communit	.	.	.	-24
	Urban Assembly Academy of Government and Law	.	.	.	-13
	Urban Assembly School of Business for Young Women	.	.	.	+1
	Urban Assembly School of Design and Construction	.	.	.	-9
	Westchester Square Academy	.	.	.	-13
	Wings Academy	.	.	.	+4
	Mean	.	.	.	-8
+/- 10	A Philip Randolph Campus HS	.	.	.	-8
	Abraham Lincoln HS	.	.	.	-11
	Academy for Conservation and the Environment	.	.	.	-23
	Academy for Health Careers	.	.	.	-14
	Academy for Scholarship and Entrepreneurship: A Col	.	.	.	-5
	Academy of Finance and Enterprise	.	.	.	-22
	Benjamin Franklin HS for Finance and Information Tecl	.	.	.	-17
	Boys and Girls HS	.	.	.	-7
	Bronx Academy of Health Careers	.	.	.	-18
	Brooklyn Collegiate: A College Board School	.	.	.	-14
	Brooklyn Community Arts and Media HS (Bcam)	.	.	.	-12
	Brooklyn Emerging Leaders Academy CS	.	.	.	-21
	Brooklyn School for Music & Theater	.	.	.	-6
	Brooklyn Theatre Arts HS	.	.	.	-3
	Buffalo School of Culinary Arts and Hospitality Manage	.	.	.	-12
	Careers In Sports HS	.	.	.	-2
	Central Park East HS	.	.	.	-24
	Chelsea Career and Technical Education HS	.	.	.	-14
	Civic Leadership Academy	.	.	.	-19
	Earl Monroe New Renaissance Basketball Academy CS	.	.	.	+75
	East New York Arts and Civics HS (The)	.	.	.	-7
	East Upper HS	.	.	.	-10
	Facing History School (The)	.	.	.	-7
	Food and Finance HS	.	.	.	-6
	Fordham HS for the Arts	.	.	.	-21
	Fordham Leadership Academy	.	.	.	-25
	Frederick Douglass Academy III Secondary School	.	.	.	+1
	Gotham Professional Arts Academy	.	.	.	-16
	Gramercy Arts HS	.	.	.	-20
	HS for Civil Rights	.	.	.	+1
	HS for Climate Justice (The)	.	.	.	-9
	HS for Energy and Technology	.	.	.	-19
	HS for Medical Professions	.	.	.	-15
	HS of Applied Communications	.	.	.	-24
	HS of Economics & Finance	.	.	.	-17
	HS of Fashion Industries (The)	.	.	.	-20

Benchmark 1 - Indicator 1: Similar Schools Comparison

		Harry S Truman HS	.	.	.	-5
		Henninger HS	.	.	.	0
		Herbert H Lehman HS	.	.	.	-5
		John Adams HS	.	.	.	-9
		Leadership & Public Service HS	.	.	.	-12
		Lower Manhattan Arts Academy	.	.	.	-5
		Math, Engineering and Science Academy CHS	.	.	.	-19
		Metropolitan Soundview HS (The)	.	.	.	-1
		Millenium Art Academy	.	.	.	-4
		Mott Haven Village Preparatory HS	.	.	.	+14
		Murry Bergtraum HS for Business Careers	.	.	.	-6
		New Visions CHS for Advanced Math and Science II	.	.	.	-23
		New Visions CHS for the Humanities IV	.	.	.	-19
		Northeast College Preparatory HS	.	.	.	+5
		Orchard Collegiate Academy	.	.	.	-19
		Park East HS	.	.	.	-25
		Port Richmond HS	.	.	.	-8
		Public Service Leadership Academy At Fowler	.	.	.	-1
		Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-18
		Riverside Academy HS	.	.	.	+2
		Riverside HS	.	.	.	-22
		Rochester Early College International HS	.	.	.	-18
		Saunders Trades & Technical HS	.	.	.	-21
		Science Skills Center HS for Science, Technology and th	.	.	.	-24
		South Park HS	.	.	.	-5
		University Neighborhood HS	.	.	.	-24
		Urban Assembly School for Media Studies	.	.	.	-14
		Urban Assembly School for Music and Art	.	.	.	-8
		Validus Preparatory Academy	.	.	.	+4
		Veritas Academy	.	.	.	-10
		Williamsburg HS for Architecture and Design	.	.	.	-23
		Williamsburg HS of Art and Technology (The)	.	.	.	-20
		World Academy for Total Community Health HS	.	.	.	+4
		Mean	.	.	.	-11
		Mean	.	.	.	-8

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	South Bronx Community CHS	NYS	Differential to NYS	Total Charter Tested	South Bronx Community CHS	NYS	Differential to NYS	Total Charter Tested	South Bronx Community CHS	NYS	Differential to NYS	Total Charter Tested	South Bronx Community CHS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	122	27%	66%	-39	21	10%	43%	-33	17	24%	50%	-26	94	27%	59%	-32
	2019-2020	244	95%	93%	+2	63	98%	90%	+8	32	97%	90%	+7	213	95%	92%	+3
	2020-2021	47	100%	97%	+3	15	100%	96%	+4	10	100%	98%	+2	41	100%	97%	+3
	2021-2022	43	74%	63%	+11	14	79%	42%	+37	8	75%	46%	+29	41	73%	56%	+17
	2022-2023	70	16%	57%	-41	10	0%	35%	-35	9	22%	40%	-18	62	11%	50%	-39
Algebra II (Common Core)	2020-2021	35	100%	100%	0	9	100%	100%	0	6	100%	100%	0	32	100%	100%	0
	2021-2022	23	100%	68%	+32	8	100%	40%	+60	6	100%	40%	+60	21	100%	54%	+46
English Language Arts (Common Core)	2018-2019	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5
	2019-2020	242	99%	96%	+3	63	100%	91%	+9	32	97%	89%	+8	212	99%	94%	+5
	2020-2021	59	100%	99%	+1	18	100%	98%	+2	11	100%	98%	+2	54	100%	99%	+1
	2021-2022	64	72%	84%	-12	17	71%	63%	+8	10	70%	58%	+12	56	70%	78%	-8
	2022-2023	78	59%	77%	-18	20	45%	52%	-7	8	25%	40%	-15	64	53%	69%	-16
Geometry (Common Core)	2020-2021	36	100%	100%	0	6	100%	100%	0	.	.	.	.	29	100%	100%	0
Global History	2019-2020	56	91%	98%	-7	11	91%	95%	-4	7	86%	95%	-9	48	90%	97%	-7
	2020-2021	47	100%	100%	0	10	100%	100%	0	7	100%	100%	0	39	100%	100%	0
	2021-2022	30	100%	81%	+19	11	100%	57%	+43	6	100%	63%	+37	29	100%	74%	+26
Global History Transition	2018-2019	82	49%	62%	-13	9	44%	34%	+10	9	11%	36%	-25	65	55%	51%	+4
	2019-2020	29	3%	84%	-81	5	0%	76%	-76	6	0%	75%	-75	25	0%	80%	-80
Living Environment	2018-2019	162	48%	71%	-23	49	35%	45%	-10	23	26%	43%	-17	131	44%	61%	-17
	2019-2020	165	91%	96%	-5	45	84%	93%	-9	28	79%	94%	-15	141	91%	95%	-4
	2020-2021	59	100%	98%	+2	14	100%	97%	+3	12	100%	98%	+2	53	100%	98%	+2
	2021-2022	94	44%	76%	-32	22	55%	53%	+2	9	22%	51%	-29	85	40%	67%	-27
	2022-2023	85	29%	63%	-34	27	33%	36%	-3	5	20%	35%	-15	79	32%	52%	-20
Physical Setting / Chemistry	2020-2021	72	100%	100%	0	19	100%	100%	0	12	100%	100%	0	68	100%	100%	0
	2021-2022	17	100%	62%	+38	.	.	.	.	.	.	.	.	15	100%	49%	+51
Physical Setting / Earth Science	2019-2020	19	100%	97%	+3	.	.	.	.	.	.	.	.	16	100%	96%	+4
	2020-2021	42	100%	98%	+2	11	100%	98%	+2	8	100%	99%	+1	32	100%	98%	+2
	2021-2022	5	100%	61%	+39	.	.	.	.	.	.	.	.	5	100%	50%	+50
Physical Setting / Physics	2020-2021	78	100%	100%	0	22	100%	100%	0	9	100%	100%	0	66	100%	100%	0
	2021-2022	17	100%	63%	+37	6	100%	39%	+61	.	.	.	.	17	100%	52%	+48
US History and Government	2018-2019	131	34%	77%	-43	22	9%	51%	-42	13	8%	47%	-39	102	35%	67%	-32
	2019-2020	130	56%	97%	-41	38	50%	93%	-43	20	60%	92%	-32	109	55%	95%	-40
	2020-2021	109	100%	100%	0	27	100%	100%	0	21	100%	100%	0	99	100%	100%	0
	2021-2022	46	100%	100%	0	14	100%	100%	0	.	.	.	.	40	100%	100%	0
	2022-2023	103	76%	82%	-6	16	63%	60%	+3	11	73%	60%	+13	92	76%	74%	+2

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS
ELA	2016	99	95%	88%	+7	12	92%	66%	+26	11	91%	69%	+22	85	94%	84%	+10
	2017	85	99%	89%	+10	22	95%	69%	+26	10	90%	75%	+15	68	99%	86%	+13
	2018	65	98%	87%	+11	19	100%	71%	+29	10	100%	68%	+32	54	100%	83%	+17
	2019	65	88%	81%	+7	14	86%	56%	+30	7	71%	54%	+17	58	88%	75%	+13
Global History	2016	99	40%	84%	-44	12	33%	60%	-27	11	9%	63%	-54	85	40%	80%	-40
	2017	85	74%	87%	-13	22	59%	66%	-7	10	60%	69%	-9	68	75%	84%	-9
	2018	65	77%	86%	-9	19	84%	72%	+12	10	100%	68%	+32	54	78%	83%	-5
	2019	65	17%	82%	-65	14	0%	68%	-68	7	14%	63%	-49	58	16%	79%	-63
Math	2016	99	86%	88%	-2	12	75%	64%	+11	11	73%	72%	+1	85	85%	85%	0
	2017	85	98%	90%	+8	22	95%	69%	+26	10	90%	79%	+11	68	97%	88%	+9
	2018	65	95%	91%	+4	19	100%	76%	+24	10	90%	78%	+12	54	96%	89%	+7
	2019	65	94%	90%	+4	14	93%	74%	+19	7	100%	73%	+27	58	95%	87%	+8
Science	2016	99	92%	87%	+5	12	75%	64%	+11	11	82%	66%	+16	85	93%	83%	+10
	2017	85	94%	90%	+4	22	86%	70%	+16	10	80%	74%	+6	68	93%	87%	+6
	2018	65	98%	91%	+7	19	100%	77%	+23	10	100%	73%	+27	54	100%	88%	+12
	2019	65	95%	90%	+5	14	93%	77%	+16	7	100%	70%	+30	58	98%	88%	+10
US History	2016	99	74%	84%	-10	12	50%	61%	-11	11	36%	61%	-25	85	75%	79%	-4
	2017	85	73%	85%	-12	22	50%	66%	-16	10	60%	67%	-7	68	71%	81%	-10
	2018	65	77%	84%	-7	19	74%	69%	+5	10	90%	67%	+23	54	76%	80%	-4
	2019	65	86%	80%	+6	14	86%	64%	+22	7	71%	64%	+7	58	86%	76%	+10

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS	Charter Total Cohort	South Bronx Community CHS	NYS	Differential to NYS
2016 Cohort	4 Year	99	83%	85%	-2	12	75%	63%	+12	11	64%	63%	+1	85	82%	80%	+2
	5 Year	99	93%	88%	+5	12	92%	69%	+23	11	82%	70%	+12	85	93%	83%	+10
	6 Year	99	95%	89%	+6	12	100%	72%	+28	10	90%	71%	+19	83	95%	85%	+10
2017 Cohort	4 Year	85	75%	86%	-11	22	64%	65%	-1	10	60%	70%	-10	68	74%	81%	-7
	5 Year	84	82%	89%	-7	19	74%	72%	+2	10	60%	75%	-15	66	82%	85%	-3
	6 Year	83	90%	90%	0	19	84%	73%	+11	10	70%	76%	-6	65	89%	86%	+3
2018 Cohort	4 Year	65	71%	87%	-16	19	63%	69%	-6	10	70%	70%	0	54	69%	82%	-13
	5 Year	65	89%	89%	0	19	89%	74%	+15	8	100%	74%	+26	51	90%	85%	+5
2019 Cohort	4 Year	65	82%	86%	-4	14	71%	69%	+2	7	86%	68%	+18	58	83%	82%	+1

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

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

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

South Bronx Community CHS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	103	70	68%	14	6	43%	12	3	25%	81	57	70%
2017	90	84	93%	24	20	83%	10	8	80%	73	67	92%
2018	70	68	97%	20	20	100%	10	10	100%	63	62	98%
2019	67	62	93%	15	13	87%	12	12	100%	60	56	93%
2020	92	61	66%	26	15	58%	9	6	67%	81	52	64%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Community CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	325	288	89%
2019-2020	425	331	78%
2020-2021	425	314	74%
2021-2022	385	327	85%
2022-2023	385	343	89%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	South Bronx Community CHS	NYC CSD 9	Differential to District	South Bronx Community CHS	NYC CSD 9	Differential to District	South Bronx Community CHS	NYC CSD 9	Differential to District
2018-2019	24%	24%	0	13%	31%	-18	81%	90%	-9
2019-2020	23%	23%	0	12%	31%	-19	88%	90%	-2
2020-2021	26%	23%	+3	13%	32%	-19	89%	91%	-2
2021-2022	24%	24%	0	14%	31%	-17	91%	91%	0
2022-2023	25%	24%	+1	10%	30%	-20	91%	92%	-1

**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 Community CHS	NYC CSD 9	Differential to District	South Bronx Community CHS	NYC CSD 9	Differential to District	South Bronx Community CHS	NYC CSD 9	Differential to District	South Bronx Community CHS	NYC CSD 9	Differential to District
2018-2019	91%	82%	+9	96%	77%	+19	89%	82%	+7	90%	82%	8
2019-2020	91%	83%	+8	90%	79%	+11	94%	83%	+11	91%	83%	+8
2020-2021	89%	87%	+2	89%	79%	+10	94%	89%	+5	88%	87%	+1
2021-2022	88%	84%	+4	84%	80%	+4	100%	84%	+16	89%	85%	+4
2022-2023	87%	82%	+5	85%	78%	+7	94%	84%	+10	87%	82%	+5

**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%

South Bronx Community CHS		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2016 Cohort	4-Year	104	78	75%	17	10	59%	14	7	50%	91	69	76%
	5-Year	104	86	83%	17	13	76%	14	9	64%	91	76	84%
	6-Year	104	88	85%	17	14	82%	14	10	71%	91	78	86%
2017 Cohort	4-Year	100	57	57%	26	13	50%	20	7	35%	72	39	54%
	5-Year	100	61	61%	26	14	54%	20	8	40%	72	43	60%
	6-Year	100	67	67%	26	16	62%	20	9	45%	72	47	65%
2018 Cohort	4-Year	73	44	60%	21	12	57%	9	7	78%	62	35	56%
	5-Year	73	53	73%	21	15	71%	9	9	100%	62	44	71%
2019 Cohort	4-Year	53	35	66%	15	9	60%	7	6	86%	52	34	65%

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

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.

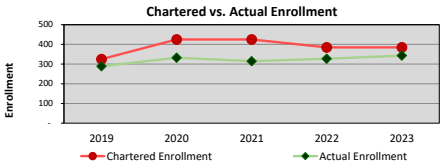
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(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 COMMUNITY CHARTER HIGH SCHOOL

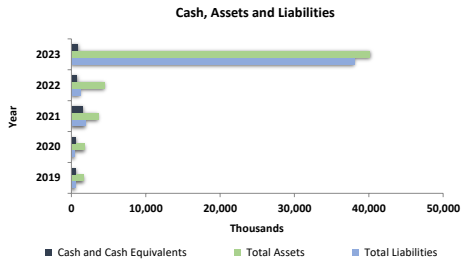
	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	9-11	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	325	425	425	385	385
Maximum Chartered Enrollment	385	385	385	385	385
Actual Enrollment	289	332	315	327	343

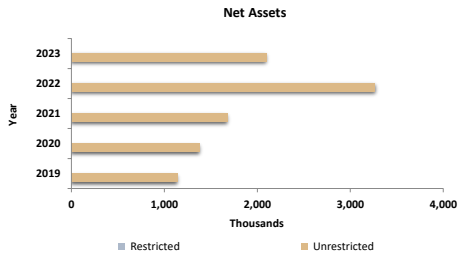


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

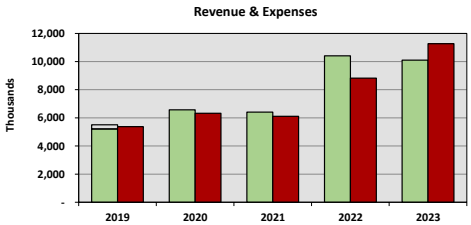
ASSETS					
Current Assets					
Cash and Cash Equivalents	656,975	636,836	1,548,152	796,840	931,729
Grants and Contracts Receivable	355,617	409,177	647,575	1,455,585	256,170
Prepaid Expenses	4,550	12,433	48,371	34,630	275,560
Other Current Assets	-	-	-	610,000	650,000
Total Current Assets	1,017,142	1,058,446	2,244,098	2,897,055	2,113,459
Non-Current Assets					
Property, Building and Equipment, net	240,032	245,025	827,997	724,839	579,303
Restricted Cash	77,476	-	75,074	100,167	101,081
Security Deposits	400,400	405,400	405,400	405,400	405,400
Other Non-Current Assets	-	163,937	95,000	395,000	36,974,002
Total Non - Current Assets	717,908	814,362	1,403,471	1,625,406	38,059,786
Total Assets	1,735,050	1,872,808	3,647,569	4,522,461	40,173,245
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	189,250	105,858	409,618	607,387	293,599
Accrued Payroll and Payroll Taxes	147,864	372,990	295,079	407,497	373,392
Due to Related Parties	253,871	-	-	-	132,008
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	11,305	400,455	69,473	611,119
Total Current Liabilities	590,985	490,153	1,105,152	1,084,357	1,410,118
Long-Term Liabilities					
Deferred Rent	-	-	-	169,176	-
Other Long-Term Liabilities	-	-	862,867	-	36,664,435
Total Long-Term Liabilities	-	-	862,867	169,176	36,664,435
Total Liabilities	590,985	490,153	1,968,019	1,253,533	38,074,553
NET ASSETS					
Unrestricted	1,144,065	1,382,655	1,679,550	3,268,928	2,098,692
Restricted	-	-	-	-	-
Total Net Assets	1,144,065	1,382,655	1,679,550	3,268,928	2,098,692
Total Liabilities and Net Assets	1,735,050	1,872,808	3,647,569	4,522,461	40,173,245

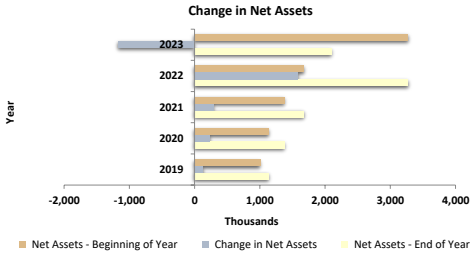




STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,909,862	5,167,181	4,893,959	5,472,161	5,952,882
State and Local Per Pupil Revenue - SPED	-	508,590	611,670	528,820	556,956
State and Local Per Pupil Facilities Revenue	-	-	-	1,641,648	1,785,865
Federal Grants	-	-	533,113	1,529,054	1,078,354
State and City Grants	223,377	446,023	-	-	430,680
Other Operating Income	73,499	445,948	367,317	1,242,742	293,292
Total Operating Revenue	5,206,738	6,567,742	6,406,059	10,414,425	10,098,029
EXPENSES					
Program Services					
Regular Education	3,701,147	4,487,271	4,286,133	5,975,609	7,843,466
Special Education	1,003,592	1,123,349	1,031,311	1,670,400	1,923,000
Other Expenses	-	-	-	-	-
Total Program Services	4,704,739	5,610,620	5,317,444	7,646,009	9,766,466
Supporting Services					
	668,841	680,795	753,728	1,162,686	1,484,479
	-	37,737	37,992	16,352	17,320
Total Support Services	668,841	718,532	791,720	1,179,038	1,501,799
Total Expenses	5,373,580	6,329,152	6,109,164	8,825,047	11,268,265
Surplus/Deficit from Operations	(166,842)	238,590	296,895	1,589,378	(1,170,236)
SUPPORT AND OTHER REVENUE					
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	300,000	-	-	-	-
Total Support and Other Revenue	300,000	-	-	-	-
Change in Net Assets	133,158	238,590	296,895	1,589,378	(1,170,236)
Net Assets - Beginning of Year	1,010,907	1,144,065	1,382,655	1,679,550	3,268,928
Net Assets - End of Year	1,144,065	1,382,655	1,679,550	3,268,928	2,098,692

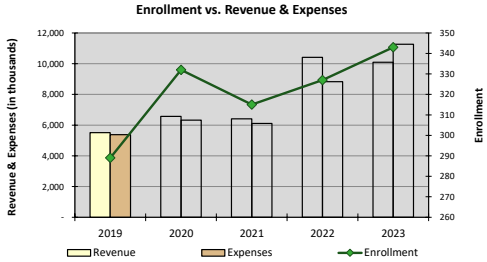
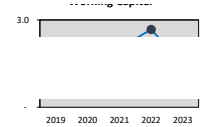
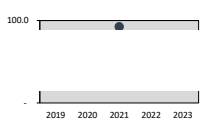
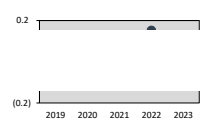




FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
	18,016	19,782	20,337	31,848	29,440
	1,038	-	-	-	-
Total Revenue	19,054	19,782	20,337	31,848	29,440
Expenses - Per Pupil					
	16,279	16,899	16,881	23,382	28,474
	2,314	2,164	2,513	3,606	4,378
Total Expenses	18,594	19,064	19,394	26,988	32,852
	87.6%	88.6%	87.0%	86.6%	86.7%
	12.4%	11.4%	13.0%	13.4%	13.3%
% of Revenue Exceeding Expenses	2.5%	3.8%	4.9%	18.0%	10.4%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.31	2.48	2.80	3.00	0.67
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Needs Monitoring



	426,157	568,293	1,138,946	1,812,698	703,341
	1.7	2.2	2.0	2.7	1.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Debt to Asset Ratio	0.3	0.3	0.5	0.3	0.9
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Days of Cash	44.6	36.7	92.5	33.0	30.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
Total Margin Ratio	0.0	0.0	0.0	0.2	(0.1)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard