



## New York State Education Department

### ***2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework***

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

**Renewal Site Visit Date: November 18, 2021**

**Date of Report: May 25, 2022**

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

[charterschools@nysed.gov](mailto:charterschools@nysed.gov)

518-474-1762

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### **ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

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

## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	South Bronx Classical Charter School IV
<b>Board Chair</b>	Ingrid Bateman
<b>School Leader</b>	Paul Tyron
<b>District of location</b>	NYC CSD 7
<b>Opening Date</b>	August 2017
<b>Charter Term</b>	Initial Charter: August 1, 2017 - June 30, 2022
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 5 / 372 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8 / 405 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Temporary Space: 3458 Third Avenue, Bronx, New York 10456 – Private Space was used until October 2020</li> <li>• Permanent Space: 757 Concourse Village West, Bronx, New York 10451 - Private Space</li> </ul>
<b>Mission Statement</b>	<i>South Bronx Classical Charter School IV prepares K-8th grade students in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Classical Framework;</li> <li>• Rigorous and Organized Curriculum;</li> <li>• Effective Teaching;</li> <li>• Structured Environment;</li> <li>• Development of Respectful, Compassionate, and Productive Citizens; and</li> <li>• Family Engagement</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> <li>• <b>To increase the current grade span to add Grade 6 through Grade 8 to the school's currently approved kindergarten through Grade 5 configuration.</b></li> <li>• <b>To increase the charter school's authorized enrollment from the currently approved 372 students to 405 students.</b></li> </ul>

### Noteworthy:

South Bronx Classical Charter School IV is a high-performing K-8 public charter school that offers Latin, debate and character education. Despite serving students deemed 'at-risk', it currently outperforms over 95% of schools in the state. Teachers, scholars and administrators create and maintain a high degree of order so teachers can focus on teaching and scholars can focus on learning. According to school directors,

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

the school's daily attendance averaged about 95%, which is approximately the same attendance rate as before the COVID-19 pandemic.

**COVID-19 PANDEMIC NOTE:** As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

### **Renewal Outcomes**

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

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

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also

meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>	<b>Year 4 2020 to 2021</b>	<b>Year 5 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	124	186	248	310	372

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

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	315	360	405	405	405

## METHODOLOGY

### Purpose of the Renewal Report

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

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

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

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

A one-day remote renewal site visit was conducted at SBCCS IV on November 18, 2021. The CSO team conducted interviews with the board of trustees, school leadership team, parents and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted remote fourteen classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with instructional leaders. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Parent, Teacher, and Student Annual Surveys**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2020 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted November 18, 2021, at SBCCS IV, see the following Performance Framework benchmark ratings and narrative.

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

2015 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). <b>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</b>	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

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



### *Summary of Findings*

- SBCCS IV is in year 5 of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** SBCCS IV is a well-organized and mission driven school that has developed a classical curriculum, including Latin, the arts and debate. The school uses extended blocks to implement multiple programs in English language arts and math, including guided reading, textual analysis and number stories. In addition, SBCCS IV has a robust intervention program to meet the academic and social emotional needs of its students. The school has also established a strong school culture built around high expectations for learning and behavior. The school also has multiple communication systems in place to engage staff and families in the school. Finally, SBCCS IV enrolled a greater percentage of English language learners (ELL) students than its district and about the same percentage of economically disadvantaged (ED) students.
- **Summary of Areas in Need of Improvement:** SBCCS IV has been under-enrolled overall and enrolled a smaller percentage of student with disabilities than its district of location.

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

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

#### **Finding: Meets**

**Note:** State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

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

Over this charter term, the trajectory for this benchmark is unknown due to the COVID-19 pandemic, a Meets rating was made using NYSED data summarizing the NYSTP 3-8 ELA and Math Assessments.

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

According to the school's renewal application, "Since New York State assessments were canceled in the 2019-2020 school-year due to COVID, interviewed teachers described shared curriculum calendars aligned to scope and sequences. In 2019-2020, SBCCS IV third and fourth grade scholars took their very first state assessments in the 2020-2021 school-year." SBCCS IV, being a relatively new school, had no assessment results prior to the pandemic. Although there was no comparative data point to the district of location due to the impacts of the COVID-19 pandemic, on the 2020-2021 NYSTP 3-8 Assessments with overall participation of 93 and 90 percent for ELA and math, respectively, 75 percent of Grade 3 students were proficient in ELA and 97 percent were proficient in math. For Grade 4 students, 83 percent were proficient in ELA and 67 percent were proficient in math. More than half of students tested for both ELA and math in Grade 4 scored at Level 4.

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (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

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the NYSLs.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li><li>e. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li></ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"><li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li><li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li></ul>

### Academic Program for Elementary School:

- ES:
  - SBCCS IV provides a classical education with a focus on literacy and numeracy, as well as art, music, Latin, debate and character education.

- The school provides extended blocks for literacy and math instruction.
- The school uses a tiered intervention model included supplemental tutoring and guided reading.

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

- **SWDs:**
  - SBCCS IV provides special education teacher support services via certified special education teachers, including multi-grade learning specialists.
  - The school provides occupational and physical therapy.
  - The school provides speech and language services.
  - The school provides mandated counseling.
- **ELLs:**
  - SBCCS IV uses an immersion approach to education ELLs
  - The school's English language arts program includes targeted small group instruction, including guided reading and textual analysis.

#### **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:** SBCCS IV has a coherent curriculum in place and interviewed school leaders indicated that they have maintained the curriculum overall during the pandemic. The school belongs to a network of similar schools; according to interviewed school leaders and the renewal application "SBCCS IV builds, uses and refines the curricula initially developed by Classical Charter Schools... SBCCS IV has a rigorous, sequential and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades." Student support staff noted that about 65 percent of curriculum is scripted programs aligned across the Classical Schools network, while 35 percent is unscripted programs such as guided reading, number stories and close reading that teachers adapt based on the needs of their students. In addition to ELA and math curricula, the school develops science and social studies curriculum based on state and national standards. The renewal application indicates "we have added Classical Conversations as part of our social studies curriculum in order to allow classrooms to explore in more depth current events and topics connected during to Diversity, Equity and Inclusions." The school originally used Character Counts, which school leaders said was descriptive rather than habit forming, so they developed and continually revised their own character education curriculum. Finally, SBCCS IV students begin studying Latin in 3rd grade and debate in 4th grade. It must be noted that the results of the 2021 CSO Teacher Survey had a very poor participation rate, only 7 out of the 20 teachers reported on the school's 2020-2021 Annual Report Faculty/Staff Roster responded and only 10 percent of parents responded to the 2021 CSO Parent Survey indicating that the school needs to do a better job driving participation.
- **Indicator b:** Interviewed teachers described shared curriculum calendars aligned to scope and sequences. The SBCCS IV renewal application noted extensive curriculum maps and lesson plans: "Teachers know at the start of the academic year exactly what lessons they are going to teach

each day, since each day of instruction has been mapped on an automated and online instructional calendar. Our lesson plans range in length from 4 to 20 pages depending on grade level and subject. These lesson plans are heavily detailed and outline exactly what objectives will be taught, how they should be taught, and the time allotted for each section of the lesson. The plans include detail on instructional strategies to use, including which questions should be posed in a turn and talk format, when teachers should use techniques such as “whip-arounds,” and particular areas to focus on during a writing share, to name a few.”

- **Indicator c:** SBCCS IV is using curricula that have been developed and refined over years at their sister schools, which includes curricula that have been aligned from K to Grade 8. The school’s renewal application states “We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population.”
- **Indicator d:** As noted, the school uses a number of programs that require teachers to differentiate them based on the assessed needs of students, such as guided reading using leveled texts. Moreover, the school’s renewal application indicates “While the general curriculum remains unified across the schools and is universally used across whole-class instruction, our Scholar Services Team draws on their specific training and scholar-specific knowledge to adapt the curriculum to reinforce, supplement, or even introduce (“pre-teach”) content being taught in the whole class during SETSS instruction.”
- **Indicator e:** The school systematically reviews and revises curriculum. According to the school’s renewal application “Teachers were and are heavily involved in the creation of our unit plans and lessons plans, which have been refined and revised each year under the supervision of our instructional leadership team. At the end of each instructional year, grade teams come together to create a curricular audit. This audit document outlines suggested changes for the curriculum based on that year’s data and newly learned best practices. The director of curriculum & Instruction reviews the audits each June to determine which changes will be made and how and when the revisions will be executed. Curricular work is then assigned to teachers to complete throughout the year.” Moreover, interviewed student support staff noted ongoing curriculum revision, including text replacement to ensure culturally relevant resources.

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

- **Indicator a:** The school’s renewal application indicates pedagogy is “embedded within the guiding framework of a Classical education, the key components of which are a focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts. In addition, scholars starting as young as Kindergarten are exposed to higher-level exploratory thinking and discussion throughout the day...” With respect to pedagogy, “instructional strategies are based on best practices learned by experienced educators, information provided by outside consultants and organizations such as Teachers College Reading and Writing Project. In addition, we lean heavily on instructional practices outlined in Teach Like A Champion 2.0 and The Skillful Teacher by Jon Saphier.” The school’s renewal application outlines the instructional day, including approximately three hours of language arts instruction and 100 minutes of math instruction. ELA blocks include Phonics, Grammar, Writing, Read Aloud, Reading, Guided Reading, Close Reading, and Textual Analysis. Guided Reading and Close Reading instruction are “fully individualized for each small group and meeting each scholar’s individual learning needs.” Interviewed school leaders noted their coaches worked with the Lavinia Group on close reading and started working with teachers on textual analysis in 2016-2017. Math instruction includes a daily lesson, reteach block and number stories. The renewal application also notes “An outside consulting group, the Lavinia Group, supports SBCCS IV with the

implementation of Number Stories and provides consistent support with both materials and execution.” Interviewed teachers described “unit launch meetings” where teachers, including scholar services staff, go over content, review previous year’s unit assessment data, and plan instruction. Finally, deans deliver character education to all students once per week.

- **Indicator b:** Observed instruction during the renewal site visit demonstrated purposeful, structured lessons. Most instruction was in-person, but some students joined classes remotely because of COVID. Students were engaged by whole class and small group instruction; co-teaching was used for targeted lessons within and outside the classroom. Teachers used a variety of techniques to capture student attention and maintain engagement, including cold calling, call and response, and count downs. Students demonstrated adherence to classroom routines, such as tracking the speaker and waiting for full attention. Interviewed instructional leaders noted use of Teach Like a Champion strategies for instruction and classroom management, such as tracking the speaker and adding on to other students’ answers. Most observed instruction was teacher directed, but some teachers used student centered activities such as turn and talk and peer editing. Most classes were appropriately paced with a sense of urgency.

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

- **Indicator a:** SBCCS IV has a comprehensive assessment system in place. The renewal application details a range of diagnostic, formative and summative assessments, including Words Their Way, Running Records, unit assessments and interim assessments. Student support staff reported that teachers administer running records every three weeks for students in K - Grade 1 and every six weeks for students in Grades 2-6. Interviewed school leaders indicated that they have maintained the rigor of their interim assessments, which have been predictive of performance on state exams.
- **Indicator b:** According to the SBCCS IV renewal application, “Once all assessment information and data are collected, it is then “thin-sliced” into various cohorts and levels of granularity that aid all stakeholders in their ability to identify next steps. These levels of granularity include scholar, classroom, teacher, grade, IEP status, ELL status, gender, etc.” The school uses these data to inform instructional planning and student support. For example, the renewal application states that “teams meet weekly with Instructional Coaches to analyze and discuss data from that week’s assessments. The meetings are solutions-oriented, and teachers leave with a clear plan for how to remediate necessary content and how to differentiate for struggling or advanced scholars.” Interviewed student support staff noted that scholar services and at-risk teachers also attend grade team meetings to review data.
- **Indicator c:** Interviewed school leaders described a continuous focus on data to inform program implementation. They noted the challenge of teaching conceptual understanding via remote instruction, and that assessment results suggested the need for foundational skills and automaticity. Similarly, the renewal application indicates “We study our performance data in many ways, including conducting year-over-year analysis as a way to evaluate the growth of our curriculum, instruction, and scholars.” This was corroborated during the renewal site visit when interviewed school leaders reported that year over year results continued to be positive with the return to in-person learning this year. The school’s spring 2021 Local Assessment Plan results, received by the CSO in June 2021, report proficiency rates of 78 percent for ELA and 81 percent for math with a participation rate of 98 percent and 97 percent, respectively. The school administered internal assessments.

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

- **Indicator a:** SBCCS IV has a program designed to address the needs of struggling students. The renewal application notes “With our At-Risk Program, scholars who are reading below grade level

based on our Fountas & Pinnell running record assessments (regardless of designation) receive an additional 45-50 minutes of reading comprehension and guided reading block with five or fewer scholars... The At-Risk program also allows for targeted phonics and word work to support scholars struggling with fluency and decoding. In addition, struggling scholars have access to Leveled Literacy Intervention (LLI) and our teachers are trained in this well-respected program.” Student support staff reported that for SWD the school provides Special Education Teacher Support Services (SETSS), occupational and physical therapy, speech and language therapy, and counseling services.

According to the renewal application “These services follow the Classical model of small group targeted instruction to ensure scholar success. Curriculum has been developed to align what is being taught in the classroom with SETSS lessons. In SETSS, we ensure 60 percent of the skills are aligned completely to the skills being taught in the scholar’s classroom. The remaining 40 percent of skills are targeted to the scholar’s precise needs.” According to interviewed student support staff, the school has enhanced its special education staff with an additional member to meet the needs of its students. Almost 80 percent of SWD were proficient on the 2019 state ELA exam and almost 90 percent were proficient in math that year.

For ELL students SBCCS IV uses an immersion approach and interviewed student support staff reported using a variety of strategies to serve ELLs, including breaking down text, previewing vocabulary, context clues, gestures, and visual text. The renewal application states “Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the scholars’ comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total ‘mainstreaming’ or declassification due to reaching English proficiency. We have also created supplementary lessons for an ELL immersion block that runs for 8 weeks prior to ELA state test and NYSESLAT testing.” More than 90 percent of ELL students were proficient on the state test in ELA and math in 2019.

Finally, SBCCS IV has supports in place for social emotional needs. The school’s renewal application describes the identification process and services: “If a scholar is identified as struggling, by a parent, teacher, or staff, data is collected and evaluated by the SST [Scholar Service Team]. Upon identification of a social-emotional struggle, an intervention plan is created and executed, which might include but is not limited to informal counseling supports, push-in classroom support by a dean of students or the school-psychologist, a behavior Intervention plan, and a series of meetings with the scholar’s family to foster communication and relationship building. Interventions typically last for six (6) weeks, at which time collected data is evaluated to determine if interventions were successful, should be continued, adjusted, ceased, or if a formal special education evaluation is necessary.”

- **Indicator b:** Interviewed student support staff described ongoing use of academic, behavioral and social emotional data via the school’s response to intervention (RTI) process. Similarly, interviewed teachers said they track data constantly using three-week RTI cycles. The school’s renewal application notes “we have added a new layer of data review. Every 6 weeks, our School Directors, Scholar Services Team Manager, and Director of Scholar Services meet to review school-wide data. For any scholar with an IEP that is in the bottom 20<sup>th</sup> percentile, we create a short-term, 6 week-plan. This plan is created collaboratively with teachers, families, and SST with mutual accountability for success. For scholars who are in the 0-10th percentile, key stakeholders review

progress weekly; for scholars who are in the 11th – 20th percentile, key stakeholders review progress monthly.” Interviewed student support staff noted annual trainings to go over ELL data and identify needs. The school’s renewal application also indicates “service providers are expected to observe their scholars in the general education setting (“push in”) frequently to evaluate carryover.”



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

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

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"><li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li><li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li><li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li><li>d. Classroom environments are conducive to learning and generally free from disruption.</li></ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"><li>a. The school communicates with and engages families with the school community.</li><li>b. Teachers communicate with parents to discuss students' strengths and needs.</li><li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li><li>d. The school has a systematic process for responding to family or community concerns.</li><li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li></ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"><li>a. The school has systems or programs in place to support the social-emotional needs of students.</li><li>b. School leaders collect and use data to track the socio-emotional needs of students.</li><li>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li></ul>

#### Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** SBCCS IV has a written code of conduct and a clear behavior management system in place. According to the school's renewal application "The behavior management system is based on the concept that clear expectations and consistency create safe, respectful environments in which scholars can thrive. Exemplary behavior, strong work ethic, and high academic achievement are celebrated school-wide through daily praise and shout outs, extrinsic incentives, and prizes, and Community Gathering celebrations.... Additionally, the behavior management system is focused on teaching scholars the skills and strategies needed to support self-regulation and reflection. When a scholar shows repeated misbehaviors, the behavior management system provides the scholar with an opportunity to pause and utilize strategies to calm down, reflect on how they are feeling, and goal set for their upcoming instructional block. The behavior management system also tracks, acknowledges and rewards improvement to ensure that difficult moments can be learning opportunities and all scholars can be valued members of their classroom community." Interviewed school leaders described their behavior management system as consistent, noting a color-coded warning system for K - Grade 3 and a check system for grades 4-8, with students who earn positive points able to purchase items in the school store.
- **Indicator b:** Interviewed school stakeholders all described SBCCS IV as safe. Interviewed parents described the school as safe. Board members noted that school leadership takes school safety very seriously and as a result there have been only few COVID cases among their four schools.
- **Indicator c:** Interviewed parents felt that any issues of bullying or harassment are resolved promptly, and character issues are corrected swiftly.
- **Indicator d:** During classroom observation as part of the renewal site visit, there was no evidence of disruptive behavior and students were generally on task and engaged in learning activities.

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

- **Indicator a:** SBCCS IV engages parents in myriad ways, including orientations, six Community Gathers per year, parent-teacher conferences, and monthly Parent Academies that provide workshops for families. Interviewed parents said they chose the school because it was welcoming and provided communication about their child. They also noted that the school provides materials and workshops to help them help their child.
- **Indicator b:** Teachers communicate with parents about student performance in both formal and informal ways. School leaders noted that during remote learning each teacher was assigned a list of students and responsible for maintaining contact with their families. The also uses the Jupiter communication system, with which they can share student information. Interviewed parents said they receive daily information via Jupiter, and teachers contact them via phone, text, e-mail and Zoom; teachers also set up meetings if there are concerns about a student.
- **Indicator c:** SBCCS IV solicits parent feedback in a variety of ways. According to the school's renewal application, "Throughout the school year, Deans work to solicit feedback and engage in different ways to evaluate the school climate and culture. Twice a year, the school community is asked to fill out a network survey which includes gauging the school climate among classrooms, teaching staff, and family satisfaction. These surveys are provided to families who attend our school and our faculty to provide information to take appropriate next steps and celebrate positive trends in our school."
- **Indicator d:** Parents have a voice in the school. The school's renewal application notes "We also have a Family Advisory Council ("FAC") that meets with the deans of students to relay parental concerns as well as develop mission-aligned programs to support our scholars and families." School leaders also noted the creation of a diversity, equity and inclusion (DEI) action group in summer 2020 to solicit parent input.

- **Indicator e:** According to the school’s renewal application “SBCCS IV fosters a professional culture, which includes a level of transparency and accountability. We share broadly our school-level internal and NYS state test data with all stakeholders, including families, scholars, our sister schools, and other key stakeholders.” Interviewed parents also described receiving reports comparing their school to other schools, such as to Success Academies.

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

- **Indicator a:** SBCCS IV provides a range of social emotional supports and development programs. The school has a Scholar Services Team (SST), which includes a Director of Scholar Services, SETSS teachers, speech and language pathologists, social workers, school psychologists, and school counselors. In keeping with the school’s mission to provide a classical education, students attend a weekly character education class, which includes age-appropriate community service based on themes such as the environment and care of senior citizens. Student support staff reported that the counseling team does a lot of work beyond mandated counseling, including friendship groups for K – Grade 2, crisis and at-risk counseling, and sex education for older students. The school’s renewal application also notes “SBCCS IV also prioritizes social-emotional learning for scholars through implementing new network structures of daily recess and morning meeting. SBCCS IV also supports scholars’ social-emotional wellbeing through our health and food services. SBCCS IV provides scholars with breakfast, lunch, and snack daily through a partnership with Revolution Foods. Additionally, there is a nurse available at SBCCS IV daily provided through the New York Department of Health. Further, we provide families the opportunity to receive free dental care for their scholars during school hours through Smile New York Dental Program.”
- **Indicator b:** According to the school’s renewal application “Deans of Students, the counseling team and teachers work collaboratively to review behavior data monthly to identify trends in order to determine scholars or classrooms that require additional behavior support. Scholar behavior plans, counseling referrals, and teacher support plans are implemented, as needed, to ensure all scholars and classrooms can excel within our behavior management system.” Interviewed student support staff also noted that this year due to COVID-19 pandemic they are administering universal screening three times per year and for all entering new students.
- **Indicator c:** Interviewed school leaders reported that they track data, such as warnings and incidents through the stop light system as well as attendance, and these data are a topic of monthly meetings with deans. Moreover, the school’s renewal application reports that leadership teams “discuss monthly team data in attendance, homework completion, and behavioral trends...” School leaders also “participate in school walk-throughs with a lens towards scholar engagement and joy, use of character pillars through the school community, social emotional learning during times like recess or meals, and whole school transitions throughout different times of day.” Finally, school leaders use survey data “to evaluate all aspects of the school, including professional development, instructional support, the quality of Scholar Services, the strength of the school’s culture, and leadership ability.”

#### **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**

South Bronx Classical Charter School IV is part of the Classical Charter Schools education corporation. Classical Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements. It should be noted that cash position does not meet the standard; the education corporation has a substantial amount of funds in low-risk investments that are not part of the cash position methodology, that could be converted to cash as needed.

#### **Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Classical Charter Schools' 2020-2021 composite score is 2.73.

**Composite Scores  
2017-2018 to 2020-2021**

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2017-2018	3.00
2018-2019	2.84
2019-2020	2.47
2020-2021	2.73

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

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

#### **Finding: Meets**

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

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

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

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

NYSED CSO reviewed Classical Charter Schools' 2020-2021 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.

The school reports that it has maintained the NYSED required escrow for dissolution account funding balance.

### Benchmark 6: Board Oversight and Governance

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

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ul>

#### 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 school's renewal application, SBCCS IV has 13 trustees, up from 10 in the original charter term, with an average tenure of over nine years. Board members possess a range of expertise relevant to charter school governance, including education, finance, real estate, non-profit management, public affairs and fundraising. The renewal application notes that "To recruit Board members, the Board community uses resources such as Fordham University, Hostos Community College, and the South Bronx Overall Economic Development Corporation, as well as broader resources, including New York City Charter School Center and BoardNetUSA, among others." Interviewed board members said they are trying to recruit more members from the Bronx to join the board.
- **Indicator b:** The school's board sets annual goals. For example, the renewal application notes that the "board's goals in 2019-2020 were to increase board diversity, explore starting a high school, increase our SWD population, and increase our fundraising outcomes." When the pandemic began, board members described a focus on supporting school leadership and improving remote learning. Interviewed board members described current priorities as staff culture to address the challenging labor market and school enrollment. Board members were familiar with the school's enrollment challenge and recognized the financial implications; they were confident the school

will meet its enrollment requirements through recruitment and backfilling vacant seats but acknowledged philanthropic support disproportionate to SBCCS IV may be necessary.

- **Indicator c:** Interviewed board members demonstrated keen awareness of student performance, especially with respect to the impact of the pandemic. They noted disaggregating data based on student participation in remote and in-person learning and said internal assessment results indicate that with the return to in-person learning the school is getting back to where it was. They also described tracking sub-group performance, noting generally strong performance for at-risk sub-groups as well as gaps for economically disadvantage students. Board members also described active oversight, including receiving reports and a data dashboard and using board meetings to question school leaders. The board governs four charter schools in the Classical network, and board members said they receive data for each individual school, including enrollment, attendance, and financials. Board members also said they attend morning meetings and observe classrooms at each school.
- **Indicator d:** The board benefits from a number of long-standing members and an ongoing relationship with the school's founding leader who have experience with the evolution of the school model. The board monitors school policies and makes adjustments as necessary.
- **Indicator e:** Interviewed school leaders described a goal setting and evaluation process for the board and school leader based on rubrics from the NYC Charter Center. Board members complete an annual survey and use a rubric as part of the board evaluation process; the results informed their efforts to create more active committees and enhance board diversity.
- **Indicator f:** Board members demonstrated an understanding of their duties of care to the school, including evaluation and oversight of school leadership, accountability for academic performance and its financial responsibilities for the school. The board has activated committees to focus its work on special areas of responsibility, such as finance, education and public affairs. In addition, the board rotates meetings among its four schools, so the school communities have access to it.

### Benchmark 7: Organizational Capacity

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

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

#### Summative Evidence for Benchmark 7:

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

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

- **Indicator a:** SBCCS IV is led by a school director who reports to the network executive director. The school's leadership team also includes the deans of students, instructional coaches, special



education coordinator and operations manager. In addition, grade team leaders also support teachers and communicate their issues to school leadership.

- **Indicator b:** Based on interviews with staff and review of the school’s organizational chart, roles and responsibilities appear clear to all stakeholders. Within the school instructional and operations leaders report directly to the school director, while also being supported by network staff, i.e., director of business, director of talent, director of curriculum and instruction, director of scholar services and data manager, who report to the executive director. In addition, SBCCS IV uses a distributed leadership model within the school; the school’s renewal application indicates “The Grade Team Leader helps oversee the grade’s curriculum, leads daily and weekly meetings and ensures that lessons are being executed as envisioned through weekly observations and debriefs.” The renewal application describes grade teams as “collaborative, and ultimately effective means of improving scholar achievement. Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and vetting; meetings with the School Director; and implementation of special school-wide projects.”
- **Indicator c:** The school uses a variety of means to foster staff communication, including regular staff, grade team and network meetings, as well as coaching session. Grade teams have a daily morning Stand-Up Meeting to cover logistics and weekly Planning and Preparation Meetings. SBCCS IV is also a data-driven school and provides data regularly to facilitate communication. As the renewal application notes “From our marketing to hiring to promotion or termination, SBCCS IV uses student assessment data (in the form of State tests, interim assessments, unit tests, running records, and performance tasks) to drive all decisions... Teachers, grade team leaders, instructional coaches, and school directors are assessed using these same data. We have trackers that allocate each student to each of these staff members and use both average and ‘on grade level’ calculation to assess the performance of each adult. These trackers are given to grade team leaders and coaches. Given the number of assessments, staff receive student data approximately weekly.”
- **Indicator d:** SBCCS IV has a structured recruitment and hiring process that is supported by a network Talent team. The renewal application reports “Classical’s Talent Team has clear goals for all parts of the recruiting and interviewing process including, but not limited to, outreach volume, application volume, interview pass rates, and process withdraw rates. Classical has also implemented a structured hiring process including a standardized rubric and pre-determined questions for all interviews to promote equity. Classical has also been able to champion diversity in teaching staff by creating an inclusive hiring process—including outreach to candidates of color, inclusive job descriptions, and the creation of an internal job board to increase staff promotions.” In the focus group with the leadership affirmed that through its ClassiCorp program the school also hires recent college graduates, provides them with summer training, and pays for them to get a graduate degree. In addition, SBCCS IV uses grade team leadership to provide opportunities for faculty growth and to enhance retention. As the renewal application notes: “By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS IV can develop its faculty and foster a ‘hire from within’ culture that reduces the risk associated with administrative turnover.” However, it must be noted that teacher retention at the school is very high (around 20 percent).

For staff that do not meet expectations, school leaders described improvement and support plans and noted that it is normal at their school to have staff on support plans; but they had not let anyone go so far this year as a result of not meeting expectations for improvement.

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

- **Indicator a:** Interviewed school leaders reported that the school has high but stable teacher attrition, with teachers leaving for a variety of reasons, including moving out of state, the longer school day and school year, and the school's rigorous expectations for teaching. At the time of the renewal visit the school had two vacancies, a dean of behavior and a multi-grade learning specialist, which school leaders described as "unnecessary but nice to have" positions. Two 5<sup>th</sup> grade classes had also been combined after a teacher departed in the fall. School leaders said they address retention by providing competitive salaries, which typically includes raises in the 3<sup>rd</sup> and 4<sup>th</sup> years of teaching, a retirement fund match, as well as paying graduate school costs for teachers. They also described having an "overstaffing mentality" to address attrition. Interviewed teachers were concerned about teacher attrition, noting that it was a big problem that affected both students and staff and caused anxiety. Parents also recognized high staff attrition; but did not feel it was having a negative impact on students.
- **Indicator b:** SBCCS IV is organized to facilitate effective teacher collaboration, including regular grade team and staff meetings. School leaders noted weekly meetings with team managers and monthly cross-team meetings to facilitate collaboration. Special and general education teachers also meet regularly. According to the school's renewal application, "it is critical for special populations teachers to meet and communicate thoughtfully with general education teachers, focusing on assessment data, behavioral data, and true mastery of the existing curriculum and standards. These meetings occur on an at least weekly basis." Interviewed student support staff also noted that scholar services and at-risk teachers attend grade team meetings to run through content and review data. Teachers indicated that they are satisfied with opportunities for collaboration within and outside their school.
- **Indicator c:** SBCCS IV has a comprehensive professional development program in place. The school's renewal application indicates "Four types of Professional Development are provided to our teaching staff: annual orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual observations. In aggregate, SBCCS IV teachers will receive over 100 hours of professional development per year." The school's renewal application also states "Teachers at SBCCS IV receive an enormous amount of support and training both in August and throughout the year to help ensure that execution, assessment of understanding and data analysis are strong. Each teacher, regardless of tenure, is assigned an instructional coach. Each teacher is observed at least weekly and spends time each week debriefing with the coach about the lesson that was observed. Coaches also execute frequent artifact observations; they analyze scholar work to determine how the curriculum and the teacher's execution is meeting scholar needs. The coach then provides detailed next steps and follows up with the teacher frequently regarding any proposed adjustments." Interviewed staff described active support and oversight from instructional coaches, including vetting curriculum and reviewing lesson plans, modeling instructional techniques, and facilitating team meetings and data analysis. The renewal application also notes "Teachers and instructional coaches work together to outline a map of instructional goals that are suited to the individual teacher. The goal is to move teachers systematically through increasingly complex instructional goals to ensure teachers regardless of tenure are consistently improving." Teachers indicated satisfaction with this professional development program SBCCS IV also benefits from the resources of the Classical Charter Schools network, which provides network-wide training and individual school support. For instance, the renewal application notes that after summer training "teachers receive three (3) hours of network-wide professional development" each month. Furthermore, "teachers have the ability to select, with support from their grade-team Leader and instructional coach, sessions that they feel will most immediately impact their work and scholar achievement."

- **Indicator d:** According to the school’s renewal application SBCCS IV evaluates teachers based on a number of factors, including scholar achievement, teacher rubric scores (modeled on Kim Marshall’s rubric), and special contributions to the school. The school implements “a cycle of two formal evaluation periods per year using Classical’s teacher rubric. The rubric rates teachers on a four-point scale within subcategories connected to Professional Responsibilities, Behavior Management, Quality of Instruction, and Culture of Analysis. The evaluation process includes the scored rubric that includes specific and individualized comments, a 30-minute meeting attended by the teacher, instructional coach and grade team leader to discuss the scores and comments of the rubric, and a goal-setting process entitled our Individualized Personal Improvement Plan.”
- **Indicator e:** SBCCS IV uses information and formal means to solicit teacher feedback. Interviewed school leaders noted biannual staff surveys, which the leadership team reviews and uses to develop action plans. Three times per year leadership schedules informal check-in meetings and optional informal surveys during the year, according to the renewal application. Moreover, SBCCS IV also has a formal structure for teacher feedback through twice annual network wide teacher feedback surveys. The formal survey includes Gallup’s staff engagement questions, department-specific questions, and flexible questions that allow us to gather feedback and satisfaction rates for new structures at Classical. School leaders also noted the creation of a diversity, equity and inclusion (DEI) action group in summer 2020 to solicit staff input.

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

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

## Benchmark 8: Mission and Key Design Elements

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"><li>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</li><li>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</li></ul>

### Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** The mission of Classical Charter Schools is to prepare K - Grade 8 scholars in the South Bronx to excel in college preparatory high schools. Interviews with school leaders and staff, board members and parents all demonstrated a keen focus on academic achievement and character development as critical to future success. Program design, school culture, and teacher development all align with this mission, as evidenced by data-driven decision making.
- **Indicator b:** Interviewed school leaders emphasized that a classical education is about goodness as a goal of education, that they strive to develop a “good person, not just a smart person.” The school has developed a comprehensive curriculum with an emphasis on foundational skills, literacy and numeracy. School leaders noted that the school focuses on developing communication skills through debate and provides a broad curriculum including music, art and Latin. In addition, the college preparatory school culture involves high behavioral expectations and a structured learning environment to create productive citizens. Interviewed teachers and support staff noted the broad curriculum rooted in literacy and numeracy as well as character education. The school also invests heavily in staff development, including its ClassiCorps program and instructional coaches who provide ongoing teacher support and oversight. Finally, SBCCS IV has actively engaged parents in the school community through communication and participation in school activities. However, it must be noted that parents’ participation rate for the 2021 CSO Parent Survey was only 10 percent.

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

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

#### Finding: Approaches

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

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, due to consistent under-enrollment, particularly for ELL students. The school was not always prompt in providing requested documentation or reports in a timely fashion.

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

- **Indicator a:** N/A

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

- **Indicator a:** During the most recent three years of the charter term, SBCCS IV has been under-enrolled based on its maximum authorized enrollment. For 2020-2021 it is at 67 percent of their contracted enrollment. School leaders provided a number of reasons for their enrollment challenge, including being co-located with SBCCS III during the first three years of operation, opening in a new neighborhood in the Bronx that wasn't familiar with Classical Charter Schools, and the COVID-19 pandemic making it difficult to locate families that did not show up. They also noted competition for students among a large number of charter schools in the Bronx. Interviewed board members also noted that the school had moved buildings twice and was located in an area with more charter schools. In 2019-2020 SBCCS IV enrolled a greater percentage of ELL students than its district of location (+12 percentage points), however the school failed to

properly report their ELL enrollment for 2020-2021 and refused to provide the CSO with their internal count of ELLs for 2020-2021. Their current ELL enrollment, as reported and certified by the school, is -19 percentage points below its district of location. The school has self-reported to the NYSED CSO that it enrolled 55 current ELLs or 26% of its enrollment, in the 2020-2021 school year. The school enrolled a smaller percentage of SWDs, and ED students as compared to its district of location (-13 percentage points for both groups, respectively).

- **Indicator b:** School leaders reporting investing heavily in student recruitment and encouraging students with existing IEPs to apply. They described a range of recruitment strategies, including:
  - multiple flyers sent to parents,
  - advertisements in Spanish newspapers,
  - marketing in local evaluation centers and pre-schools,
  - Interviewed board members also noted initiatives to increase SWD and ELL enrollment, including targeted marketing, bilingual staff, and pre-school visits, and
  - Interviewed teachers noted the new backfilling policy required assessing incoming students and figuring out their needs as they arrived.
- **Indicator c:** Interviewed school leaders indicated that they track enrollment data closely, including monitoring attendance daily. School leaders and board members were keenly aware of enrollment challenges and were implementing data-driven strategies to address them, however, the school's same process for recruiting SWDs has largely been in place for the past years.

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

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

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

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to the fact that the school is out of compliance with fingerprint clearance and teacher certification requirements.

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

- **Indicator a:** At the time of the renewal site visit the school was 100% out of compliance with fingerprint clearance requirements. It appears that no faculty or staff reported on the 2020-2021 Annual Report Faculty/Staff Roster has clearance for this school, and two have never received clearance to work in any school. This school had eight uncertified teachers out of the twenty it reported on its roster. Two of the eight were reported as teaching within certification; the other six were reported as teachers with at least three years of experience. The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error. The school was over enrolled in 2017-2018 and under enrolled in 2019-2020 and in 2020-2021 the school was over-enrolled again and billed NYCDOE for 406 students in K - Grade 6, when it was only permitted to have only 365 students in K - Grade 2. The CSO liaison discussed the billing situation with the NYCDOE and learned that the issue has been resolved as the school paid back the money owed.
- **Indicator b:** The CSO issued SBCCS IV a Notice of Deficiency for enrolling a smaller percentage of SWD than the district of location. Interviewed school leaders indicated that the school has worked to remedy this and said at the time of the renewal site visit that the school matches the SWD percentage of the district of location. The renewal application reported an upward trend in both ELL and SWD enrollment; however, the 2020-2021 enrollment data certified by the school confirms a decrease in both differentials to -13 percentage points below the district of location.
- **Indicator c:** The school is requesting revisions to increase enrollment and expand grade levels served. In 2018, the Board of Regents approved the school's merger revision request to merge with Classical Charter Schools.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

### BEDS Code

320700861122

### 2020-2021 Enrollment

208

### ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 7
Total Public School Enrollment of Resident Students attending Charter Schools:	31%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary
Address:	757 CONCOURSE VILLAGE WEST BRONX NY 10451
Website:	www.classicalcharterschools.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA FERRER
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	LESTER LONG
CEO Phone:	(718) 860-4340
CEO Email:	llong@southbronxclassical.org
BOT President:	INGRID BATEMAN
BOT President Phone:	(718) 860-4340
BOT President Email:	ibateman@southbronxclassical.org
Institution ID:	800000089044

### BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	8/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

### Benchmark Rating

### Year of Rating

BM1

BM2

BM3

BM4

BM5

BM6

BM7

BM8

BM9

BM10

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	210	22	10%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	7	-

\*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.



# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

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

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

***2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :***  
***Not applicable to this charter school***

# 2022 NYSED Charter School Information Dashboard

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

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

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

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

**3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:**

*Not applicable to this charter school*

# 2022 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:**

*Not applicable to this charter school*

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

*Not applicable to this charter school*



# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

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

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Classical CS IV	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	124	128	103%
2018-2019	186	157	84%
2019-2020	248	165	67%
2020-2021	310	208	67%

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

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

	SWD			ELL			ED		
	South Bronx Classical CS IV	NYC CSD 7	Differential to District	South Bronx Classical CS IV	NYC CSD 7	Differential to District	South Bronx Classical CS IV	NYC CSD 7	Differential to District
2017-2018	13%	24%	-11	23%	22%	+1	94%	96%	-2
2018-2019	11%	27%	-16	33%	23%	+10	92%	95%	-3
2019-2020	15%	27%	-12	35%	23%	+12	96%	95%	+1
2020-2021	16%	29%	-13	3%	22%	-19	83%	96%	-13

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

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	South Bronx Classical CS IV	NYC CSD 7	Differential to District	South Bronx Classical CS IV	NYC CSD 7	Differential to District	South Bronx Classical CS IV	NYC CSD 7	Differential to District	South Bronx Classical CS IV	NYC CSD 7	Differential to District
2018-2019	74%	80%	-6	59%	81%	-22	83%	81%	+2	73%	80%	-7
2019-2020	87%	83%	+4	72%	83%	-11	87%	84%	+3	90%	82%	+8
2020-2021	70%	87%	-17	56%	86%	-30	67%	87%	-20	71%	87%	-16

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

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (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).

# Charter School Fiscal Accountability Summary

## SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

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

2016-17	2017-18	2018-19	2019-20	2020-21
-	K-1	K-2	K-3	K-4
-	K-5	K-5	K-5	K-5
-	124	186	248	310
-	372	372	372	372
-	128	157	165	208

### ASSETS

#### Current Assets

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

-	2,055,672	749,467	3,440,798	3,928,765
-	1,728,157	1,236,192	969,900	1,533,942
-	333,120	56,918	453,190	924,410
-	2,340,446	4,274,351	4,442,377	4,462,247
-	6,457,395	6,316,928	9,306,265	10,849,364

#### Total Current Assets

#### Non-Current Assets

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

-	2,239,340	3,099,698	3,227,593	3,530,243
-	249,353	305,375	308,521	308,542
-	530,963	1,329,525	1,329,525	1,296,193
-	-	-	-	-

#### Total Non - Current Assets

#### Total Assets

-	3,019,656	4,734,598	4,865,639	5,134,978
-	9,477,051	11,051,526	14,171,904	15,984,342

### LIABILITIES and NET ASSETS

#### Current Liabilities

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

-	539,938	587,334	407,496	756,862
-	631,104	790,112	800,563	963,277
-	-	-	-	-
-	15,000	58,781	6,373	1,220,049
-	-	-	41,201	1,898,676

#### Total Current Liabilities

#### Long-Term Liabilities

Deferred Rent  
Other Long-Term Liabilities

-	-	-	684,492	492,818
-	-	-	3,335,400	-
-	-	-	4,019,892	492,818

#### Total Long-Term Liabilities

#### Total Liabilities

-	1,186,042	1,436,227	1,255,633	4,838,864
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### NET ASSETS

Unrestricted  
Restricted

-	8,291,009	9,315,299	7,346,379	8,952,660
-	-	300,000	1,550,000	1,700,000

#### Total Net Assets

-	8,291,009	9,615,299	8,896,379	10,652,660
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#### Total Liabilities and Net Assets

-	9,477,051	11,051,526	14,171,904	15,984,342
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### OPERATING REVENUE

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

-	18,811,820	20,696,902	21,334,010	23,740,005
-	-	-	2,232,039	2,980,755
-	-	2,077,352	-	-
-	1,613,465	2,039,413	1,255,809	2,102,819
-	248,303	74,479	94,011	108,621
-	-	-	-	20,014

#### Total Operating Revenue

-	20,673,588	24,888,146	24,915,869	28,952,214
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### EXPENSES

#### Program Services

Regular Education  
Special Education  
Other Expenses

-	14,151,897	18,978,737	20,326,009	24,688,817
-	1,212,902	1,644,293	1,973,438	2,866,558
-	-	-	-	-

#### Total Program Services

#### Supporting Services

Management and General  
Fundraising

-	4,548,320	4,417,436	5,142,817	4,979,445
-	-	83,145	94,321	199,673

#### Total Support Services

#### Total Expenses

-	4,548,320	4,500,581	5,237,138	5,179,118
-	19,913,119	25,123,611	27,536,585	32,734,493

#### Surplus/Deficit from Operations

-	760,469	(235,465)	(2,620,716)	(3,782,279)
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### SUPPORT AND OTHER REVENUE

Interest and Other Income  
Contributions and Grants  
Fundraising Support  
Other Support and Revenue

-	-	-	-	-
-	1,401,968	1,319,998	1,418,096	1,791,748
-	-	-	-	-
-	48,404	239,757	483,700	3,746,812

#### Total Support and Other Revenue

#### Change in Net Assets

-	1,450,372	1,559,755	1,901,796	5,538,560
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#### Net Assets - Beginning of Year

-	2,210,841	1,324,290	(718,920)	1,756,281
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#### Net Assets - End of Year

-	6,080,168	8,291,009	9,615,299	8,896,379
-	8,291,009	9,615,299	8,896,379	10,652,660

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
Support and Other Revenue

-	161,512	158,523	151,005	139,193
-	11,331	9,935	11,526	26,628

#### Total Revenue

-	172,843	168,458	162,531	165,821
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#### Expenses - Per Pupil

Program Services  
Management and General, Fundraising

-	120,037	131,357	135,148	132,478
-	35,534	28,666	31,740	24,900

#### Total Expenses

-	155,571	160,023	166,888	157,377
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#### % of Program Services

0.0%	77.2%	82.1%	81.0%	84.2%
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#### % of Management and Other

0.0%	22.8%	17.9%	19.0%	15.8%
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#### % of Revenue Exceeding Expenses

0.0%	11.1%	5.3%	-2.6%	5.4%
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### FINANCIAL COMPOSITE SCORE

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

-	3.00	2.84	2.47	2.73
-	Strong	Strong	Strong	Strong

### WORKING CAPITAL

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

-	5,271,353	4,880,701	8,050,632	6,010,500
-	5.4	4.4	7.4	2.2
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

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

-	0.1	0.1	0.4	0.3
-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

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

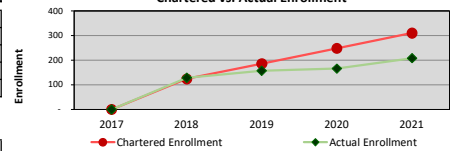
-	37.7	10.9	45.6	43.8
-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

### TOTAL MARGIN

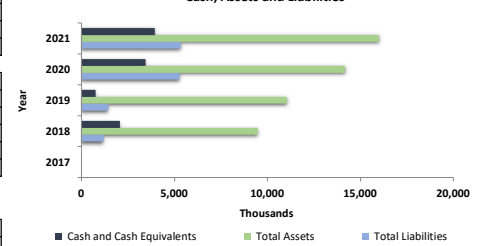
Total Margin Ratio  
**BENCHMARK and FINDING:**  
Ratio should be equal to or greater than 0.0

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

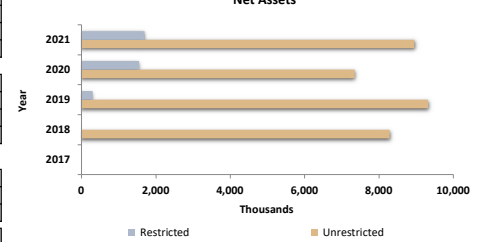
### Chartered vs. Actual Enrollment



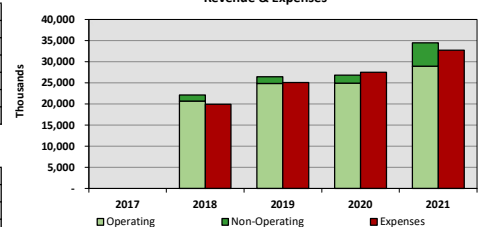
### Cash, Assets and Liabilities



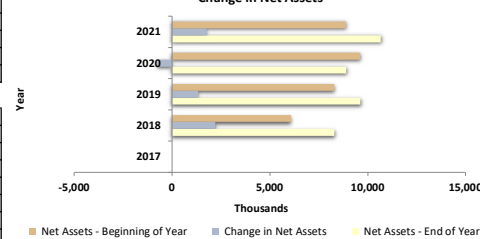
### Net Assets



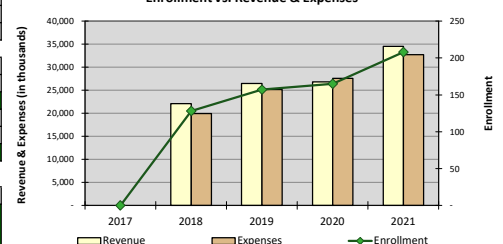
### Revenue & Expenses



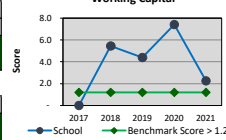
### Change in Net Assets



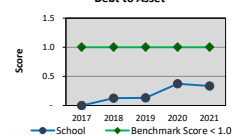
### Enrollment vs. Revenue & Expenses



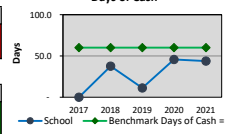
### Working Capital



### Debt to Asset



### Days of Cash



### Total Margin

