New York State Education Department

Renewal Site Visit Report
2019-2020

South Bronx Classical Charter School III

Visit Date: October 15, 2019 – October 16, 2019
Date of Report: March 26, 2020

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	South Bronx Classical Charter School III
Board Chair	Ingrid Bateman
District of location	NYC CSD 9
Opening Date	Fall 2015
Charter Terms	Initial Term: August 15, 2015 – June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 372 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8/ 476 students
Comprehensive Management Service Provider	Classical Charter Schools
Facilities	3458 Third Avenue, Bronx, New York 10456 - Private Space
Mission Statement	*South Bronx Classical Charter School III (SBCCS III) 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.*
Key Design Elements	• Classical Education Framework; • Rigorous and Organized Curriculum; • Effective Teaching; • Structured Learning Environment; • Development of Respectful, Compassionate, and Productive Citizens; and • Family Engagement/Family Advisory Council
Requested Revisions	• **To increase current grade span of the school to include Grades 6 to 8 from the school's current kindergarten through Grade 5; and** • **To increase authorized enrollment from 372 students to 476 students beginning in 2023-2024, year 4 of the renewal charter term**

Noteworthy: South Bronx Classical Charter School III (SBCCS III) has learning specialists for each grade, as well as multi-grade learning specialists, who serve as additional teachers to provide for increased small-group instruction and more targeted, individualized student support.

Renewal Outcomes

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

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

- **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 <u>strong and compelling record</u> 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) <u>have compiled a mixed or limited record</u> 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) <u>have compiled an overall record of meeting</u> 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

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	K – Grade 1	K – Grade 2	K – Grade 3	K – Grade 4	K – Grade 5
Total Approved Enrollment	124	186	248	310	372

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

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8
Total Proposed Enrollment	365	406	443	476	476

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[2] This proposed chart was submitted by the SBCCS III in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

A two-day renewal site visit was conducted at South Bronx Classical Charter School III on October 15, 2019 – October 16, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the principal and director of student support services. In cooperation with school leadership, the school administered an anonymous NYSED CSO online survey to teachers.

The team conducted 16 classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the instructional coaches.

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

a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
e. **Narrative describing the process used to evaluate school leadership;**
f. **Narrative describing the process school leadership uses to evaluate teachers;**
g. **School administered teacher, parent/student survey results;**
h. **NYCDOE School Quality Report results;**
i. **Required NYSED CSO Parent Survey results;**
j. **Required NYSED CSO Teacher Survey results**;
k. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** *(including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.)***;**
l. **Admissions and Waitlist**: (1) number of new students who submitted an application for enrollment for the 2019-2020 SY, (2) number of new students admitted for the 2019-2020 SY, (3) number of students currently on the wait list for the 2019-2020 SY, (4) backfill policy if the school has one, (5) enrollment preference, weighted lottery, and/or set aside, if the school has one;
m. **Faculty/Staff Roster**; and
n. **Lesson Plans**

BENCHMARK ANALYSIS

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

For the site visit conducted from October 15, 2019 to October 16, 2019 at South Bronx Classical Charter School III, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

Performance Benchmark		Level
Educational Success	**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).	Exceeds
	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.	Meets
	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.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

- South Bronx Classical Charter School III is in year 5 of operation and serves students in K to Grade 5. During its current charter term, the school is rated in the following manner: exceeding 1 benchmark, meeting 8 benchmarks, and approaching 1 benchmark. Additional details regarding those ratings are provided below.

- **Areas of Strengths**:
  - For the two years of the charter term that SBCCS III has state testing data, the school's overall academic performance outperforms the New York City Community School District 9 (NYC CSD 9) and state averages. In the 2018-2019 school year, the school achieved 100% proficiency in both ELA and math for the special subgroups of students with disabilities (SWDs) English language learners (ELLs)/Multilingual learners (MLLs). Curriculum content is reported by school leadership reported that the curriculum is aligned to the NYSLS. According to school leaders, systems are in place to define and reinforce a school culture based on high academic expectations. Organizationally, the school has a stable board and leadership team.

- **Areas in Need of Improvement**:
  - SBCCS III continues to work to meet its enrollment targets for all three special student populations - SWDs, ELLs/MLLs, and economically disadvantaged (ED) students. Although it has closed the gap with its ELLs/MLLs population, it continues to fall below the NYC CSD 9 for its SWD and ED students.

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: Exceeds

Academic Program for Elementary School:
- In alignment with its key design of the classical framework, SBCCS III's academic program focuses on a core curriculum, the development of strong literacy skills along with numeracy skills, and the knowledge and understanding of elementary facts progressing sequentially until the students attain mastery of both skills and content.

Academic Program for Students with Disabilities and English language learners (ELLs)/Multilingual learners (MLLs):
- SBCCS III ensures that all SWDs receive a free and appropriate public education in the least restrictive environment possible. The school meets the students' Individualized Education Plans (IEPs) within the regular education classroom as much as possible, through Special Education Teacher Support Services (SETSS). In order to ensure that all SWDs are able to reach the school's academic goals, the school works with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws.
- SBCCS III uses Structured English Immersion (SEI) for its ELLs/MLLs. The school utilizes analysis on students' data from the NYS Identification Test for English Language Learners (NYSITELL) and NYS English as a Second Language Achievement Test (NYSESLAT), as well as internal assessments, to inform differentiated instruction for ELLs/MLLs, such as visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning.

Summative Evidence for Benchmark 1:
- SBCCS III opened with K - Grade 1 in 2015-2016 and grew to have its first testing grade with K to Grade 3 in 2017-2018. As such, SBCCS III only has two years of NYS ELA and math test results. In the 2017-2018 school year, results only include scores for Grade 3, and in the 2018-2019 school year, results include scores for Grades 3 and 4.

- In its two years of administering the NYS tests, SBCCS III has outperformed both the district of location (NYC CSD 9) and NYS in both ELA and math for all students and in each of the special student subgroups. In the 2018-2019 school year, 99% of students scored proficient on the NYS ELA test and 100% of students scored proficient on the NYS math test. In the same school year, 100% of the three special student subgroups were 100% proficient in math, and 100% of SWDs and ELLs/MLLs were proficient in ELA.

See Attachment 1 for data tables and additional academic information.

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to the NYSLS. 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. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. *Assessment and Program Evaluation*	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. *Supports for Diverse Learners*	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. 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.

Summative Evidence for Benchmark 2:

1. **Element:** *Curriculum*:
   - **Indicator a:**
     - SBCCS III has a documented curriculum that is aligned to the NYSLS, and is grounded in a classical education framework. The school utilizes the curricula that has been developed and revised by Classical Charter Schools (CCS). On the 2018-2019 NYSED CSO Teacher Survey, 100% of teachers responded that they strongly agreed or agreed that the school has a documented curriculum that is aligned to the NYSLS.

- **Indicator b:**
  - Teachers in the focus group reported that curricula follow a sequential and modular, standards-based structure. Lesson plans are scripted and shared across all CCS. During the CSO site visit, team members reviewed recent lesson plans that all followed the same format, including standards, essential skills and concepts, questions and prompts, modeled objectives, guided practice, and independent practice.
- **Indicator c:**
  - During the CSO site visit, the director of curriculum and instruction described the network's process for the curriculum's vertical and horizontal alignment, which happens at the scope and sequence level. The director of curriculum and instruction and instructional coaches oversee the scope and sequence and unit plans to ensure alignment. On the 2018-2019 NYSED CSO Teacher Survey, 100% of teachers responded that they strongly agreed or agreed that the school's curriculum is aligned horizontally across same grade level classrooms and vertically among grade levels.
- **Indicator d:**
  - During the focus group with the director of curriculum and instruction and director of special services, they spoke about how curriculum is differentiated for all students through small group lessons and reteach opportunities. On the 2018-2019 NYSED CSO Teacher Survey, teachers reported utilizing extension activities for advanced students.
- **Indicator e:**
  - The network's director of curriculum and instruction oversees the implementation of the curriculum and with the support of instructional coaches, collaborates with teachers on delivering and reviewing curriculum. The school reports that grade teams conduct an annual audit of the curriculum and provide suggested changes based on that year's data. The director of curriculum and instruction reviews the proposed changes and decides which ones will be made and how and when the revisions will be executed. During the focus group, the director of curriculum and instruction said that alignment with the NYSLS is the priority for the current and upcoming curricular revisions.

2. **Element:** *Instruction*:
   - **Indicator a:**
     - SBCCS III reports that it utilizes instructional coaches to ensure consistency of delivery and quality of instruction across teaching staff. The school leadership team at the focus group reported that they set high expectations for instructional staff with lesson planning and high-quality instruction. During the site visit, the CSO team observed consistent, rigorous instruction with clear objectives. On the 2018-2019 NYSED CSO Teacher Survey, 100% of teachers responded that they strongly agreed or agreed that there is a uniform expectation for teachers' implementation of academic rigor in the school.
   - **Indicator b:**
     - CSO team members observed independent and small-group work in most classes, with all students engaged and participated in learning activities in a majority of the observed classrooms. During classroom observations, CSO team members primarily saw examples of whole group instruction model with a single lead teacher, or a couple of classrooms with a lead teacher and an assistant. Some of the observations included small group pull out sessions.
3. **Element:** *Assessment and Program Evaluation*:

- **Indicator a:**
  - SBCCS III utilizes formative, diagnostic, and summative assessments, as evidenced through the school's assessment calendar. The instructional leaders discussed the diagnostic assessments that they administer at the beginning of the school year to establish a baseline for each student. The school reports that they also administer school-wide summative assessments every six weeks. The school leadership team added that they have begun to conduct data analysis on a daily basis to be able to more immediately provide interventions.
- **Indicator b:**
  - SBCCS III has a data-driven culture. The instructional leaders reported that they, along with the grade teams, analyze qualitative and quantitative data at weekly staff meetings and professional development sessions. Teachers report that they use data to structure their groupings. The instructional leaders reported that the school utilizes data on an on-going basis and was evidenced through the student groupings and re-teach blocks. The school reports that data from the assessments is reviewed school-wide, as well as across the CCS network, and that data meetings are scheduled following each assessment to discuss student progress and inform any instructional changes. The school leadership team discussed how the data gathered through internal assessment drives the grade-level weekly team meetings.
- **Indicator c:**
  - The school leadership team spoke about how the school and network leaders compare the academic performance within and across the network of schools. The school has shown evidence of using data to evaluate the quality and effectiveness of the academic program. For example, the instructional leaders shared that they began implementing the Number Stories block because they saw students' struggling with math concepts and wanted to improve the math curriculum bridge between math concepts and math foundations.

4. **Element: *Supports for Diverse Learners*:**
   - **Indicator a:**
     - The school reports that diverse learners at SBCCS III receive a tiered system of supports. The instructional leadership focus group discussed the school's Response to Intervention (RtI) program, which includes a referral process to a Special Services Team (SST) that evaluates and identifies the student's needs and develops a plan for support services, which follows a 6-week program cycle.
     - SBCCS III offers SETSS, speech, and counseling to both mandated and non-mandated students. SETSS, speech, and counseling are all provided by staff members. On the site visit, one of the SETSS classes was observed. The director of special services also reported that the network's speech pathologists, SETSS teachers, and counselors all have a team lead that mirrors the grade team structure to provide additional coaching and support.
     - ELLs/MLLs receive language support through structured immersion. The daily intervention block provides an additional time where supports for ELL/MLL students may be provide.
   - **Indicator b:**
     - The instructional leadership team reported that they have learning specialists for each grade level who focus on small-group instruction, and that both general education and

special education teachers are coached in strategies for working with ELLs/MLLs. During the instructional leadership focus group, the staff discussed the learning specialist's role within the grade-level team, and the regular communication they have with the other grade-level teachers to norm on a daily basis. The special education staff also holds daily stand up meetings and data meetings after every assessment to monitor student progress.

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

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. 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. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:**
     - The school has a clear approach to behavioral management, including a written discipline policy. The Code of Conduct outlines all behavioral infractions and consequences of those behaviors. On the 2018-2019 NYSED CSO Teacher Survey, 100% of teachers responded that they strongly agreed or agreed that a school-wide discipline policy is consistently applied.

- **Indicator b:**
  - The school has two deans of students, who work with classroom teachers to ensure that the behavior management systems are used consistently and to serve as the authority regarding consequences for behavior issues. The school reported that the deans also communicate with families on any concerns that arise with their students. All observed classrooms appeared safe and well managed.
- **Indicator c:**
  - The school appears to have a safe environment that is free of harassment and discrimination. On the 2018-2019 NYSED CSO Teacher Survey, 96% of respondents to the survey said they either agreed or strongly agreed that the school was generally free of bullying, discrimination, and harassment.
- **Indicator d:**
  - In all observed classrooms, all students demonstrated awareness of classroom rules, procedures, and expectations. Teachers closely monitored student behavior and upheld clear behavioral expectations.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:**
     - During the leadership focus group, it was reported that the school has multiple forms of communications with families, including mandated orientations, bi-annual parent-teacher conferences, and on-going teacher communication with parents throughout the school year. Members of the focus group with the network's operations team leader and a dean of students discussed the school's family affairs coordinator (FAC) that interfaces with school staff and families. Several of the main responsibilities of the FAC that the school reported are meeting with the deans of students to discuss family and student topics and resources and managing the school's Parent Academy that entails monthly resources workshops and trainings for families. On the 2018-2019 NYSED CSO Parent Survey, 97% of parents/guardians agreed or strongly agreed that teachers and other staff communicate regularly with parents and families.
   - **Indicator b:**
     - The teachers revealed in their focus group that they use several methods for discussing students' strengths and needs with parents/guardians. Members of the focus group with the network's operations team leader and a dean of students mentioned the school's use of the system, Jupiter, for communication with students and families. The system includes students' progress and grades. The school leadership also reported that teachers are expected to communicate with parents and guardians throughout the year, including after each major assessment, to ensure there is ongoing communication about students' academic progress, successes, and concerns.
   - **Indicator c:**
     - Members of the school leadership focus group reported that the school collects parent feedback formally through both a NYCDOE-administered and internal surveys. The school utilizes the NYCDOE Learning Environment Survey to gauge student and parent satisfaction and gather feedback. For the 2018-2019 school year, 69% of parents completed the survey. Parents also completed the NYSED CSO Parent Survey, and 95% agreed that the school seeks feedback from parents through surveys, meetings, or some other forum.

- **Indicator d:**
  - The school has a formal complaint process, as well as informal process for addressing family or community concerns. Members of the focus group with the network's operations team leader and a dean of students stated that parent complaints are directed to the deans and school director. The school's family handbook includes its formal complaint policy and process.
- **Indicator e:**
  - SBCCS III reports that the professional culture it has created includes a level of transparency and accountability. They report that they share their school-level internal and NYS test data with all stakeholders, including families, students, and school constituents. One of the ways that the school shares data is through school community celebrations held six times a year, where they share with the school community, school-level internal and state test results. On the 2018-2019 NYSED CSO Parent Survey, 80% of parents/guardians who responded affirm that the school informs parents about how it performs compared to other schools in the district and NYS.

3. Element: *Social-Emotional Supports*:
- **Indicator a:**
  - SBCCS III utilizes the SST to meet the social-emotional learning needs of its students. The SST is comprised of a special education coordinator, SETSS teacher, speech and language pathologist, and school psychologist. The school states that some interventions may include informal counseling supports, push-in classroom support, meetings with students' families, or a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). The school counselor conducts both mandated counseling and more informal "Lunch Bunches" with the purpose of supporting a wider number of students socially and emotionally. During the focus group with the network's operations team leader and a dean of students, they discussed the school's character education program, which is aligned with the school's six pillars. The deans create the character education curriculum and the instructional team vets it. The deans also work with students and teachers to implement strategies supporting students' social-emotional development and reduce behavior management issues.
- **Indicator b:**
  - The school reports that it collects and uses data to assess and determine necessary supports and interventions for students who have been identified as struggling. The school leadership team noted that dean data is used since they track referrals.
- **Indicator c:**
  - Members of the focus group with the network's operations team leader and a dean of students discussed that the next focus for the character education program is to gather data in an authentic way, not only the referral assessments, to better evaluate the program on an ongoing basis.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:
- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

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.

Financial Condition

South Bronx Classical Charter School III is part of the Classical Charter Schools' education corporation. There is only one education corporation for the four schools. One education corporation has one set of financial statements, upon which the composite score is based. There is no school-specific composite score in this situation.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. An education corporation with a score between 1.5 and 3.0 is considered to be in good financial health. Classical Charter Schools' 2018-2019 composite score is 2.84.

Classical Charter Schools' Composite Scores
2016-2017 to 2018-2019

Year	Composite Score
2016-2017	2.97
2017-2018	3.00
2018-2019	2.84

Benchmark 5: Financial Management

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

Finding: 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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed Classical Charter Schools' 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, NYSED CSO cannot clearly determine the school's compliance with the requirement that the dissolution escrow account has been raised to no less than $100,000 for this specific school as the reported dissolution escrow account is not reported by school in the consolidated audited financial statements.

The school's outside independent auditors' report in the financial statements that the school has a policy of investing surplus cash in highly liquid securities and corporate bonds. This generates additional income to the benefit of the school. However, this policy results in the school not meeting the benchmark standard for its cash position (10.9 days versus the 60 days standard). Overall, however, based upon the school's composite scores, it is a school with strong finances.

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

Finding: **Meets**

Element	*Indicators*
1. *Board Oversight and Governance*	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. 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. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

- **Indicator a:**
  - SBCCS III has had a consistent and stable board of trustees, currently comprised of ten board members. Four of the founding board members have remained on the board, and six new members have been added. The school reported that board turnover over the course of the charter term consisted of one member, who was unable to continue the time commitment. Since the CCS merged, the board oversees all of the schools. The board members have a diverse set of skills and expertise, meeting the needs of the school, as evidenced by the board members' bios. The board utilized a board recruiter and current board members' networks to recruit new board members.

- **Indicator b:**
  - Members of the board focus group, discussed several areas of focus for ongoing strategic and improvement planning. The board members mentioned that the immediate priority has been handling the new facility's construction. The board also mentioned that succession planning and building a talent leadership pipeline continues to be a priority. Further, the board spoke about its annual review of the school as part of the network, including all areas of curriculum, to determine strengths and areas of improvement with the goal of continuing to increase the quality of education that is provided.

- **Indicator c:**
  - During the board focus group, members reported that board utilizes a committee structure, with an executive committee, an education committee, a finance committee, a development committee, and a building committee, for ongoing oversight of the school's

academic, operational, and fiscal goals. The board added a Public Affairs Committee to promote further engagement with the school's community and extend the school's connection with the educational community. For the 2019-2020 school year, the board focus group spoke about their oversight for the interim school leadership transition to ensure that there is no impact on student learning. During the board focus group, the members spoke about how they monitor the budget and make decisions for reallocation depending on the school's resource needs.

- **Indicator d:**
  - The board regularly updates school policies through its monthly board meetings. For example, in the November 2018 board meeting, the executive director reports to the board on the school's attendance and tardiness policies for their review, as reflected in the board minutes.
- **Indicator e:**
  - The board reports that it evaluates the executive director through an annual self-evaluation based on a leadership matrix, which is then reviewed and discussed by the board. The board has a follow up conversation about the self-evaluation with the executive director. In addition, the board reviews the executive director against priorities and goals that are established with the board at the beginning of the school year.
  - The board reports that it evaluates members by gauging the school's efficacy through a rubric based on board best practices. They conducted the self-evaluation using this seven-category framework for the first-time last year, which will serve as a baseline for current and future years' evaluations.
- **Indicator f:**
  - The board appears to demonstrate awareness of its legal obligations to the school and stakeholders. The school works with an attorney to ensure its legal compliance.

Benchmark 7: Organizational Capacity
The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

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

Summative Evidence for Benchmark 7:

1. **Element:** *School Leadership:*
   - **Indicator a:**
     - The board focus group described the school leadership's priority of continuing to increase the quality of education that the school provides, and its annual review of the school's data to determine what is and is not working well, examining all curricular areas of the school. The board's stated priorities aligned with the goals discussed during the school leadership team focus group. The school reports that the executive director develops an annual work plan that includes monthly goals related to student achievement, finances, hiring and human capital, communication, and community events. The executive director reports

progress towards goals at monthly board meetings. On the 2018-2019 NYSED CSO Teacher Survey, 96% of teachers who responded agreed or strongly agreed that the school's mission is clear and is shared by all stakeholders.

- **Indicator b:**
  - Focus group interviews and document review confirm that the school has a defined leadership team with clear roles and responsibilities. As illustrated in its organizational chart, the school's reporting structure follows an executive director model, with the executive director reporting to the board and overseeing all of the CCS, and the school director reporting to the executive director. The school director oversees the school, evaluating both instructional coaches and grade team leaders, and teachers report to the grade team leaders. The network also utilizes a matrix structure to ensure school-level support by network-level staff. All interviewed staff clearly articulated their responsibilities.
- **Indicator c:**
  - The school reports that it has an established system of meetings to communicate across staff. The school director meets weekly with each grade team lead, dean, instructional coach, and school operations manager. Grade teams begin each day with a 20-minute "stand up" meeting to review the days lessons and materials and meets weekly to dive deeper into a specific topic. On the 2018-2019 NYSED CSO Teacher Survey, 100% of respondents said that meetings are well-organized, 91% of respondents said that meetings are well-attended and focused on relevant content. The school leadership team focus group reported that the school, along with the network, has been creating manuals to codify systems that have been put in place over the last couple of years to ensure effective communication across the school.
- **Indicator d**:
  - The school reports that it utilizes student assessment data through all personnel decisions, including recruitment, hiring, promotion, and termination. The school reported in its renewal application that it ensures through its promotional and on-boarding materials that it clearly communicates the priority placed on student learning, as indicated through students results on state tests and internal interim and summative assessments.

2. **Element: *Professional Climate:***
- **Indicator a:**
  - Focus group interviews and document review confirm that the school is staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. During the leadership focus group, members described the relationship with the network and how the schools' staff aligns with each other. The school leadership team members stated that they had access to shared resources, and the director of curriculum and instruction, director of special services, and other central offices, such as the talent team, support the school.
- **Indicator b:**
  - The school reports that teachers have opportunities to meet and collaborate. In its renewal application, the school reported that teachers have weekly grade team meetings, as an opportunity to coordinate on curriculum, school culture, and student progress. According to the renewal application, the grade teams have opportunities for vertical alignment with grade teams above and below their grade-level several times throughout the school year. The school reports its monthly school-wide staff meetings as another opportunity for collaboration and communication. During each meeting they cover a pre-chosen topic, such

as "Developing Your Classroom Culture" and "Curricular Reflection". The school reports that other collaborative opportunities include building and classroom walkthroughs, 15-minute stand-up teacher meetings, and bi-monthly data meetings.

- **Indicator c:**
    - Members of the instructional leadership team focus group discussed that professional development is predominantly done at the network level, with the instructional coaches who have expert backgrounds in literacy and math providing support in every grade- level, across content on the school level. On the 2018-2019 NYSED CSO Teacher Survey, 100% of teachers who responded agreed or strongly agreed that they have the resources and support to do their job well. Individualized professional development includes weekly observation feedback, bi-annual teacher rubric feedback, and progress monitoring towards each teacher's Individualized Professional Improvement Plans (IPIP). Teachers set annual professional development goals to create their IPIP and all observation data records progress against these goals. The school also provides an annual three weeks of professional development seminars for all teachers in the summer.

- **Indicator d:**
    - The CSO team observed that the school has systems in place to monitor and maintain organizational and instructional quality, which includes a formal process for teacher evaluation that is conducted twice a year. The instructional leadership team reported that teachers are evaluated on a rubric based on a revised version of Marshall's Teacher Evaluation Rubric, and includes four categories- professional responsibilities, classroom management, execution, and analysis. They also discussed that grade team leaders and instructional coaches conduct both informal and formal classroom observations. The school reported that teachers are typically observed once per week by an instructional coach, who is responsible for scoring the rubric. Members of the instructional leadership focus group indicated that coaches will support struggling teachers, and may spend time with them in their classrooms.

- **Indicator e:**
    - The school utilizes the NYCDOE Learning Environment Survey and the NYSED CSO Teacher Survey to gauge teacher satisfaction. On the 2018-2019 NYCDOE Learning Environment Survey, 90% of teachers agreed or strongly agreed that the principal/school leader encourages feedback through regular meetings with parent and teacher leaders. On the 2018-2019 NYSED CSO Teacher Survey, 95% of teachers agreed or strongly agreed that school leadership has systems in place to solicit staff feedback. The school reports that the network's talent team issues a bi-annual internal survey to encourage teacher feedback, including feedback on professional development and other support services.

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

   Not Applicable.

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. **Element:** *Mission and Key Design Elements:*
   - **Indicator a:**
     - Focus group interviews and document review confirm that the board, school leaders, and staff share a common and consistent understanding of SBCCS III mission, which is to: prepare K-8 students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum, and highly-structured setting, students become liberated citizens of impeccable character who achieve proficiency in and advanced mastery of NYSLS. The school reports that the mission is communicated to staff through hiring and on-boarding, and parents through orientation at the start of the school year, and evident in parent survey results.
   - **Indicator b:**
     - The school implements the key design elements outlined in the charter. The school's stakeholders discussed the classical framework, family engagement, and effective teaching to improve the academic performance of its students, in each focus group. The most prominent design elements that were observed during the CSO site visit, included the classical framework, structured environment, organized curricula, and students who demonstrated respectful and productive behavior.

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

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

Summative Evidence for Benchmark 9:

1. **Element:** *Targets are met: N/A*
2. **Element:** *Targets are not met:*
   - **Indicator a:**
     - The school enrolled less SWDs, ELLs/MLLs, and EDs in both the 2016-2017 and 2017-2018 school years, as compared to its district of location, NYC CSD 9. However, the school narrowed the variance from NYC CSD 9 in its percentage of ELLs/MLLs enrolled, from 8 percentage points in 2016-2017 to 1 percentage point in 2017-2018.
   - **Indicator b:**
     - The school reports that it continues to make good faith efforts to recruit, serve, and retain SWD, ELL/MLL, and ED subgroup student populations. Members of the school leadership team focus group spoke of their continued efforts to refine their recruitment and outreach strategies for these subgroups, including, but not limited to: Translating school information about the Special Education and ELL/MLL services provided by the school into Spanish, and sending them out to local nursery schools, Head Start programs, and day care centers;
     - Attend the Collaborative for Inclusive Education conference to ensure using best practices; Attend the student recruitment fairs and have bilingual staff members present.
   - **Indicator c:**
     - The school leadership team spoke about how the school's ELL/MLL students test out quickly, which is resulting in a reduced enrollment number for that subgroup. For all subgroups, the

school uses its internal assessment data and students' proficiency on state tests to evaluate its program services.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and 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. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. **Element: *Legal Compliance:***
   - **Indicator a:**
     - South Bronx Classical Charter School III generally complies with applicable laws and regulations. However, several policy documents are inconsistent with the law and/or NYSED guidance and require significant revisions. The school is working with the CSO to address these issues.
   - **Indicator b:**
     - No corrective action was needed during the charter term.
   - **Indicator c:**
     - In 2016, SBBCCS III sought and received Board of Regents approval to merge with South Bronx Classical Charter School and South Bronx Classical Charter School II. Classical Charter Schools is the surviving education corporation.

Attachment 1: 2019-2020 Renewal Site Visit

South Bronx Classical Charter School III

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

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.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

South Bronx Classical Charter School III students did tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2018-2019
ELA	All Students	100%
	SWD	100%
	ELL/MLL	100%
	ED	100%
Math	All Students	100%
	SWD	100%
	ELL/MLL	100%
	ED	100%

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

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
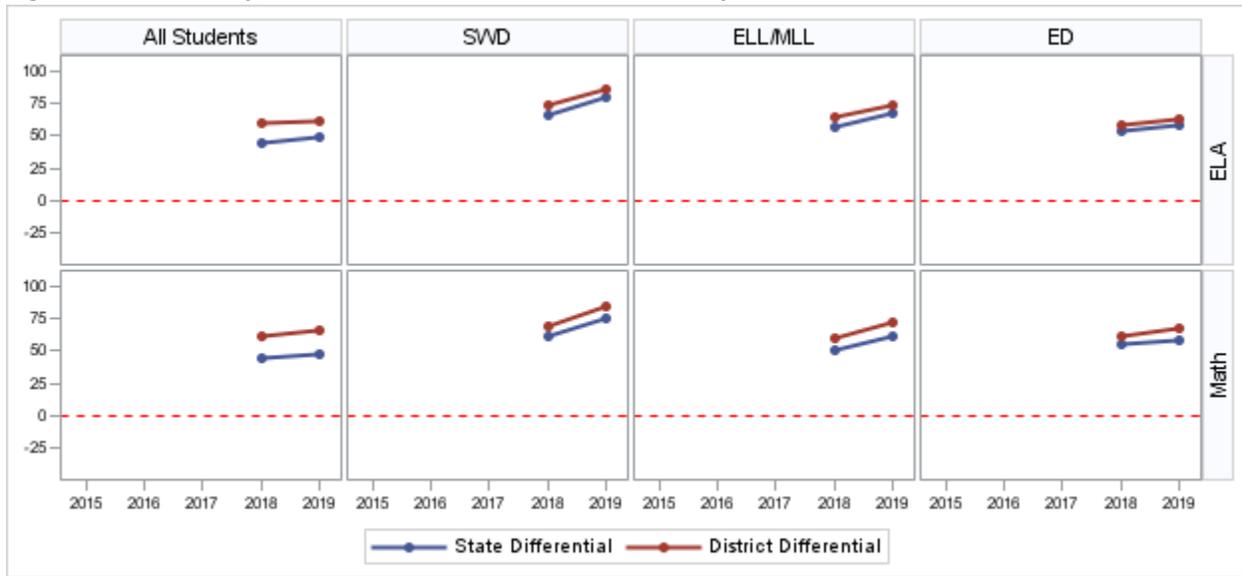
See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2017-2018	95%	35%	+60	51%	+44	98%	37%	+61	54%	+44
	2018-2019	99%	37%	+62	50%	+49	100%	34%	+66	52%	+48
SWD	2017-2018	89%	15%	+74	23%	+66	89%	20%	+69	28%	+61
	2018-2019	100%	14%	+86	20%	+80	100%	15%	+85	24%	+76
ELL/MLL	2017-2018	90%	25%	+65	33%	+57	90%	30%	+60	40%	+50
	2018-2019	100%	26%	+74	33%	+67	100%	27%	+73	39%	+61
ED	2017-2018	94%	35%	+59	40%	+54	98%	36%	+62	43%	+55
	2018-2019	99%	36%	+63	40%	+59	100%	33%	+67	42%	+58

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

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	95%	35%	**+60**	51%	**+44**	98%	37%	**+61**	54%	**+44**
	2018-2019	98%	39%	**+59**	52%	**+46**	100%	36%	**+64**	55%	**+45**
Grade 4	2018-2019	100%	35%	**+65**	48%	**+52**	100%	32%	**+68**	50%	**+50**

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

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL/MLL			ED		
	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District
2015-2016	11%	19%	**-8**	12%	28%	**-16**	89%	92%	**-3**
2016-2017	12%	20%	**-8**	20%	28%	**-8**	88%	93%	**-5**
2017-2018	11%	23%	**-12**	28%	29%	**-1**	88%	95%	**-7**
2018-2019	12%	24%	**-12**	30%	30%	**0**	89%	95%	**-6**

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

Table 5: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District	South Bronx Classical Charter School III	NYC CSD 9	Differential to District
2016-2017	89%	80%	**+9**	80%	78%	**+2**	81%	84%	**-3**	87%	80%	**+7**
2017-2018	87%	82%	**+5**	79%	83%	**-4**	88%	85%	**+3**	87%	82%	**+5**
2018-2019	90%	82%	**+8**	90%	83%	**+7**	89%	84%	**+5**	91%	82%	**+9**

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

*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 ELL/MLL 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 III

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	-	K-1	K-2	K-3	K-4
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	124	186	248	310
Maximum Chartered Enrollment	-	372	372	372	372
Actual Enrollment	-	131	162	276	320

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

ASSETS

Current Assets
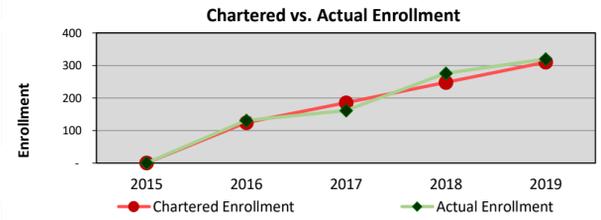
	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents	-	37,918	1,055,245	2,055,672	749,467
Grants and Contracts Receivable	-	398,205	981,057	1,728,157	1,236,192
Prepaid Expenses	-	2,902	235,011	333,120	56,918
Other Current Assets	-	-	2,293,905	2,340,446	4,274,351
Total Current Assets	-	439,025	4,565,218	6,457,395	6,316,928
Non-Current Assets					
Property, Building and Equipment, net	-	149,515	1,990,190	2,239,340	3,099,698
Restricted Cash	-	25,030	248,357	249,353	305,375
Security Deposits	-	684,835	472,563	530,963	1,329,525
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	859,380	2,711,110	3,019,656	4,734,598
Total Assets	-	1,298,405	7,276,328	9,477,051	11,051,526

LIABILITIES and NET ASSETS

Current Liabilities

	2014-15	2015-16	2016-17	2017-18	2018-19
Accounts Payable and Accrued Expenses	-	36,103	273,642	539,938	587,334
Accrued Payroll and Payroll Taxes	-	78,302	501,519	631,104	790,112
Due to Related Parties	-	975,800	-	-	-
Refundable Advances	-	666	420,999	15,000	58,781
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	-	1,090,871	1,196,160	1,186,042	1,436,227
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	-	1,090,871	1,196,160	1,186,042	1,436,227
NET ASSETS					
Unrestricted	-	207,534	6,080,168	8,291,009	9,615,299
Restricted	-	-	-	-	-
Total Net Assets	-	207,534	6,080,168	8,291,009	9,615,299
Total Liabilities and Net Assets	-	1,298,405	7,276,328	9,477,051	11,051,526
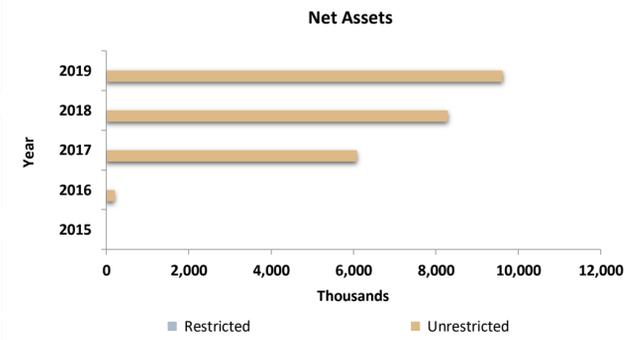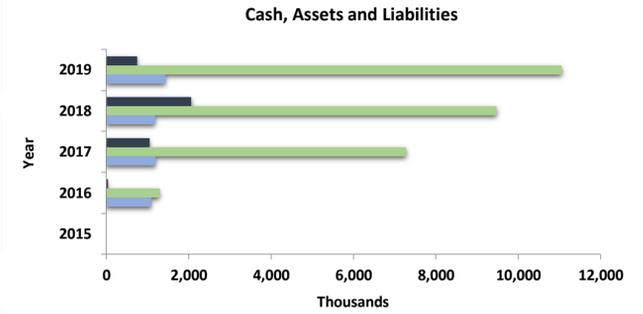
STATEMENT OF ACTIVITIES

OPERATING REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
State and Local Per Pupil Revenue - Reg. Ed	-	1,919,395	13,609,404	18,811,820	20,696,902
State and Local Per Pupil Revenue - SPED	-	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	358,809	-	-	2,077,352
Federal Grants	-	521,714	955,657	1,613,465	2,039,413
State and City Grants	-	304,738	66,494	248,303	74,479
Other Operating Income	-	-	-	-	-
Total Operating Revenue	-	3,104,656	14,631,555	20,673,588	24,888,146

EXPENSES

Program Services

	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Education	-	1,773,631	10,181,885	14,151,897	18,978,737
Special Education	-	438,150	765,834	1,212,902	1,644,293
Other Expenses	-	-	-	-	-
Total Program Services	-	2,211,781	10,947,719	15,364,799	20,623,030
Supporting Services					
Management and General	-	S	3,018,517	4,548,320	4,417,436
Fundraising	-	-	-	-	83,145
Total Support Services	-	-	3,018,517	4,548,320	4,500,581
Total Expenses	-	2,211,781	13,966,236	19,913,119	25,123,611
Surplus/Deficit from Operations	-	892,875	665,319	760,469	(235,465)

SUPPORT AND OTHER REVENUE

	2014-15	2015-16	2016-17	2017-18	2018-19
Interest and Other Income	-	3,633	-	-	-
Contributions and Grants	-	14,200	334,491	1,401,968	1,319,998
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	27,861	48,404	239,757
Total Support and Other Revenue	-	17,833	362,352	1,450,372	1,559,755
Change in Net Assets	-	910,708	1,027,671	2,210,841	1,324,290
Net Assets - Beginning of Year	-	-	81,335	6,080,168	8,291,009
Net Assets - End of Year	-	910,708	1,109,006	8,291,009	9,615,299

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS
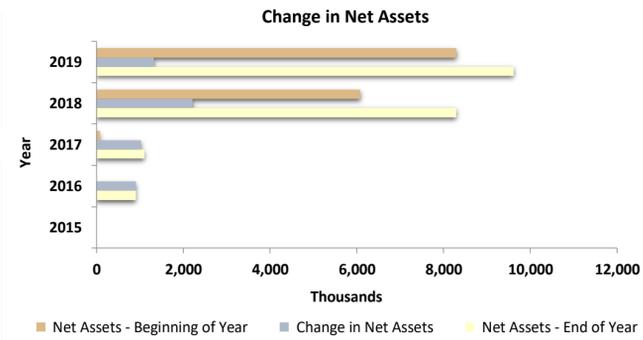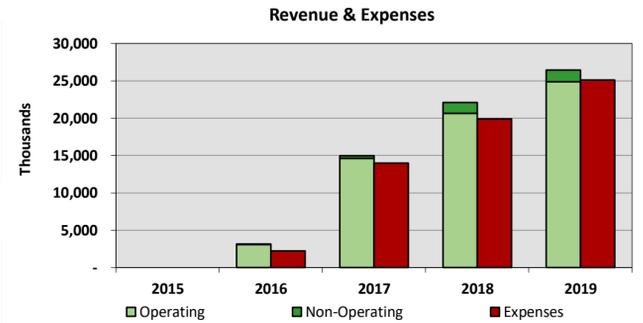
REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	23,700	90,318	74,904	77,775
Support and Other Revenue	-	136	2,237	5,255	4,874
Total Revenue	-	23,836	92,555	80,159	82,650
Expenses - Per Pupil					
Program Services	-	16,884	67,579	55,670	64,447
Mangement and General, Fundraising	-	-	18,633	16,479	14,064
Total Expenses	-	16,884	86,211	72,149	78,511
% of Program Services	0.0%	100.0%	78.4%	77.2%	82.1%
% of Management and Other	0.0%	0.0%	21.6%	22.8%	17.9%
% of Revenue Exceeding Expenses	0.0%	41.2%	7.4%	11.1%	5.3%

FINANCIAL COMPOSITE SCORE

	2014-15	2015-16	2016-17	2017-18	2018-19
Composite Score	-	1.06	2.97	3.00	2.84
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Adequate	Strong	Strong	Strong

WORKING CAPITAL

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	-	(651,846)	3,369,058	5,271,353	4,880,701
Working Capital (Current) Ratio	-	0.4	3.8	5.4	4.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

	2014-15	2015-16	2016-17	2017-18	2018-19
Debt to Asset Ratio	-	0.8	0.2	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2014-15	2015-16	2016-17	2017-18	2018-19
Days of Cash	-	6.3	27.6	37.7	10.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

TOTAL MARGIN

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Margin Ratio	-	0.3	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets 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