



New York State Education Department

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

Compass Charter School

Renewal Site Visit Dates: December 7-8, 2023
Date of Final Draft Site Visit Report: April 10, 2024
Date of Final Site Visit Report: April 24, 2024

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Compass Charter School
Board Chair	Joshua Gordon
District of Location	New York City (NYC) Community School District (CSD) 13
Initial Commencement of Instruction	Fall 2014
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: September 1, 2014 - June 30, 2019 • First Renewal: July 1, 2019 - June 30, 2021 • Second Renewal: July 1, 2021 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 300 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 5 / 324 students
Comprehensive Management Service Provider	None
Facilities	300 Adelphi Street, Brooklyn, New York 11205 - Public Space
Mission Statement	<i>Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inquiry • Sustainability • The arts • Multi-faceted assessment practices • Integrated co-teaching (ICT) • Looping • Extended school day
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	Increase its authorized enrollment from the currently approved 300 students to 324 students to be fully implemented by year one of the renewal charter term.

Innovative and Noteworthy Programs: Compass Charter School (CCS) provides a progressive, student-centered, inquiry-based education that focuses on sustainability through integrated curriculum that is organized around the three tenets of sustainability: social justice, economic justice, and the environment. Students are provided with authentic contexts to apply the literacy and math skills they develop. The lens of sustainability is woven into all the units of study in K - Grade 5 as evidenced by in-depth content and projects connected to the school's sustainability key design element.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	300	300	300

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	324	324	324	324	324

METHODOLOGY

Purpose of the Renewal Report

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

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

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

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

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

A two-day renewal site visit was conducted at Compass Charter School (CCS) on December 7-8, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school Instructional Leadership Team (ILT), student support teams and parents.

The team conducted twenty classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the school leaders. The leadership team is comprised of the head of school and three co-directors referred to as the Instructional Leadership Team (ILT). NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

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

BENCHMARK ANALYSIS

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

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

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

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

Summary of Findings

- Compass Charter School (CCS) is in year nine of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** CCS's leaders have been with the school since its founding and continue to build the school's instructional coaching capacity. CCS is focused on their key design elements of sustainability and arts-infused curriculum and continues to ensure all students can access their educational program. As evidenced in the focus groups and the renewal application, CCS continuously expressed their belief that they have successfully maintained their ideals, while systematically and methodically addressing academic improvements.
- **Summary of Challenges:** CCS has experienced some challenges in recruiting ED students. Despite various outreach/recruitment strategies, CCS enrolls fewer ED students than its district of location, NYC CSD 13.

Benchmark 1: Student Performances

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

Finding: Meets

Summative Evidence for Benchmark 1:

Over the term of this charter, the trajectory for this benchmark has improved from Approaches to Meets due to student academic achievement increasing.

Based on the 2023 NYSTP Assessments for ELA and math, shown in Attachment 1, CCS's proficiency rates for all students and all subgroups for both ELA and math, exceed the district of location (DOL), NYC CSD 13 and NYS and for all students the school is currently +15 and +28 percentage points above the DOL and +28 and +23 above NYS.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

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

Academic Program for Elementary School:

- ES:
 - CCS utilizes a co-teaching model with two certified teachers in every classroom.
 - CCS employs a workshop model for ELA and math instruction, focusing on student-centered practices and the inquiry process.
 - CCS offers an intervention block called “What I Need (WIN)” for students to receive interventions or enrichment. CCS provides an integrated curriculum framework for all students to apply their academic knowledge and skills to authentic, inquiry-based projects and to take action in the surrounding community both in and outside of the school building.
 - CCS places an emphasis on critical thinking, collaboration, and advocacy. The CCS curriculum is firmly rooted in and guided by the New York State Learning Standards (NYSL) and the school’s mission and key design elements.

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

- SWD:
 - All classrooms are Integrated Co-Teaching (ICT) and are co-taught by a general education teacher and a special education teacher (including counseling, occupational therapy, physical therapy, speech therapy, and hearing education).
 - Special education teacher support services (SETSS) are also provided for students with IEP mandates (including two learning specialists, a director of learning support, a social worker, a school counselor, and a student support specialist).
 - CCS works with the DOE to provide speech therapy, occupational therapy, physical therapy, hearing education services, paraprofessional services, and any other related services that a student requires based on their IEP.
 - CCS uses evidence-based interventions for academic and social-emotional needs (including Leveled Literacy Intervention, Reading Recovery, PAF, Wilson Reading System, Edmark Reading Program, Stern Math, Do the Math by Marilyn Burns, Superflex, and Zones of Regulation).
 - CCS utilizes Integrated Co-Teaching (ICT) to support students with disabilities (SWDs) enrolled in the school. The school also provides push-in and pull-out support services.
 - CCS utilized common planning and common monitoring time to address the needs of all learners with explicit focus on both academic and social emotional needs.

- ELL:
 - The learning needs of ELLs are primarily supported by a designated ELL Specialist and through the ICT model (Integrated English as a New Language (ENL). The ELL specialist does additional pull-out support, when needed.

Summative Evidence for Benchmark 2:

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

1. Element: *Curriculum:*

- **Indicator a:** As evidenced throughout the ILT focus groups and in the renewal application, CCS uses inquiry-based, integrated units of study. These units provide a means for students to make connections across content areas and to authentically apply the skills they learned in the math and literacy content units. Each integrated unit of study is aligned to a combination of standards, including the NYSLS for social studies, science, ELA, math, and the Cloud Institute’s Education for Sustainability (EfS) standards. The integrated studies approach includes an emphasis on hands-on learning, which often includes field studies.
- **Indicator b:** CCS utilizes the units of study for reading and writing and supplements these units with Ready NY/i-Ready ELA Curriculum and Wilson Foundations. All students meet with teachers in differentiated guided reading groups, small writing groups, and for individual conferences. These programs were chosen based on data trends showing the need for explicit spelling and grammar instruction for older students, strong alignment to the NYSLS, research that shows that these programs support students with disabilities, and because they include content and skills not emphasized in the science of reading research.
- **Indicator c:** CCS offers comprehensive math by combining a constructivist approach—emphasizing conceptual development, exploration, and reflection—with sufficient daily time for practicing grade level math skills and developing computational fluency. The math program uses curricular resources from EngageNY, Ready NY/i-ready Math Curriculum, Math in Practice, Technical Education Research Center’s (TERC) Investigations, Heinemann’s Contexts for Learning Mathematics, and Math Solutions. Over the summer, the collaborates to create and revise the scope and sequence for mathematics and ELA for each grade for the upcoming school year based on assessment data and trends, feedback from teachers, students, and families, current events, and updated guidance from NYSED, if applicable.
- **Indicator d:** An additional CCS key design elements is the arts, which are integrated into the classroom as well as delivered through discipline-based courses. Students attend music, dance, sustainability, drama, and visual arts studio classes four to six times per week, depending on grade level. Music, drama, dance, and visual arts studio classes are discipline-based and use the New York City Blueprints for Teaching and Learning in the Arts and the National Core Arts Standards. The arts are also integrated into classroom instruction. All classrooms implement Visual Thinking Strategies (VTS), an arts-based curriculum that focuses on meaning-making, authentic dialogue, and text-based evidence. Teachers receive three years of professional development through VTS.

2. Element: *Instruction:*

- **Indicator a:** CCS describes in the renewal application that it uses the Universal Design for Learning (UDL) framework as a shared language for instructional goals and strategies. During classroom observations there was a visible uniform expectation for teachers’ implementation of classroom

routines and academic rigor. The ILT is now focusing on working as a team to support teachers with explicit attention to social-emotional issues.

- **Indicator b:** CCS ILT and student support teams shared that there is an intentional and systematic focus on instructional delivery that fosters engagement for all students using classroom routines. In the classrooms observed students appeared to be engaged in the lesson activities. Classrooms observed aligned with these expectations. During one of the post-observations debriefs, an instructional leader spoke about a current focus for teachers' instructional practice is reducing the teacher talk time in remote classes to continue to increase student engagement. Their initial priority was familiarity with the digital platforms and increasing students' technical skills, which the teachers have facilitated.
- **Indicator c:** In the renewal application, the CCS describes the primary means to support SWD, ELL, and ED students is through the school's Integrated Co-Teaching (ICT) model, which provides two teachers (at least one is certified in special education) in every classroom. The ICT model allows a smaller student-to-teacher ratio, more opportunities for small group instruction and intervention, and ensures that every classroom has the expertise of a special education-certified teacher who is trained to provide instruction for students with special needs. The focus group for teachers discussed having a second teacher in each classroom increases the opportunities for individualized instruction, strong home-school connections, and increased academic outcomes for students in subgroups. Additionally, there is a daily 45-minute targeted intervention based on student data and interventions designed to meet student needs.
- **Indicator d:** As described in the renewal application, CCS provides extensive professional development to instructional staff members, including time for a half day of professional development each week, consistent supervision meetings, observations and debriefs, the Lab Classroom Program (which includes peer coaching), and through schoolwide initiatives such as the Professional Learning Community (PLC) framework, Multi-Tiered System of Supports (MTSS) plan, and the school's Guiding Coalition. To support best practices for the success of students in priority groups, all CCS staff members receive professional development focused on anti-racist, trauma-informed, and UDL practices. CCS's ILT provides staff with ongoing professional development opportunities that promote best practices for all learners. The ILT has a coherent coaching approach to support where collaboration, co-planning and professional development practices are shared. Additionally, the student support group shared that all teachers have access to regular office hours with leadership, opportunities for summer professional learning, and consistent communication using Parent Square. CCS continues to build teacher capacity for serving ELLs through professional development provided by the ELL Specialist and the NYC Charter Center (The Collaborative for Inclusive Education). Teachers receive ongoing professional development focused on serving ELL and the use of specific teaching strategies that are supportive for ELL such as the use of visual cues, artifacts, the use of co-teaching models to allow for smaller groupings, and instruction specifically designed to reach culturally and linguistically diverse learners.

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

- **Indicator a:** The ILT and student support groups described the use of a variety of formative and summative assessments to drive instruction and determine individual, grade-level, and schoolwide progress toward mastery of the standards. As observed in the classroom visits, assessments are administered regularly to gather information about individual student progress, plan differentiated instruction, inform student groupings, identify students in need of intervention or enrichment, and to gauge overall school progress. Teachers and leaders work collaboratively to determine the effectiveness of instruction and intervention for all learners,

assessment data is disaggregated for cohorts of students, grades, subgroups (SWD, ED, and ELL). Data is reviewed and used to adjust the program to ensure that it reaches all students. The ILT shared a dynamic data table that is updated after each assessment round and allows for explicit disaggregation and data analysis.

- **Indicator b:** As evidenced in the renewal application and as discussed in the leadership and teacher focus groups, CCS has four yearly assessment periods that align to the MTSS data and intervention cycles. The MTSS plan is revised each year and includes key stakeholders, lessons learned, and additional layers of schoolwide support for students. The primary interim quarterly assessments are the Writing Pathways assessment, i-Ready ELA and Math Adaptive Assessments, and Early Bird Literacy Screener (K-1 only). After quarterly assessments are administered, the MTSS team leads data analysis with grade-level teams and determines Tier 1, 2, and 3 interventions for students. Prior to the data meeting, co-teachers look closely at past and current student data, noting trends, growth, and areas for instructional focus moving forward using an MTSS team-provided data meeting document and progress monitoring tracker. During the data meetings, the team allots additional time to analyze data and determine interventions for students in the subgroups (ED, SWD, and ELL) to ensure all students in subgroups are receiving adequate and responsive instruction. As well as the assessments that generate quantitative data, CCS also gathers qualitative data to inform improvements. All students have portfolios that include work samples that are added throughout their years at CCS. Portfolios can be used to look at student work samples in a particular grade over several years and are used to demonstrate long-term increase in rigor and skill and to make improvements to the curriculum as a whole. In addition to triannual standards-based progress reports, teachers also provide narrative progress reports that include qualitative descriptions of student strengths and areas for improvement. The ILT conducts learning walks several times a year and during these walks collects qualitative and quantitative data connected to school-wide goals and areas of instructional focus. Findings from learning walks are used to drive professional development and curricular shifts and trends are shared transparently with all stakeholders. The school leader, in consultation with the ILT and the board's Education Committee, designed a dynamic data dashboard to document and track student progress over time. The dashboard can disaggregate data to determine areas of strength and weakness in the instructional program, including shifts to assessments and curricular units of study.
- **Indicator c:** CCS leaders described utilizing internal assessment data, student work samples, NYS test results along with classroom observation data, staff surveys and feedback, family surveys and feedback, and board feedback to inform programmatic shifts. These shifts include ensuring priority group students are present for all instructional times, which requires aligning schoolwide schedules to ensure priority students do not miss core instructional content for related services or ELL services. CCS also responded to the newest science of reading findings by updating curricular resources to include decodable text and revised reading and writing units of study that are aligned to these findings. Biweekly data review during MTSS meetings illuminated the overlap of attendance needs in relation to student growth, which the MTSS team collaborated to provide individualized family and student support. The ILT updates the data dashboard to inform one cohesive picture of the student body.
- **Indicator d:** As evidenced in the renewal application and from the focus groups the CCS uses the NYS ELA and math exam as the primary measure of summative student progress toward grade-level proficiency. The ILT made several revisions to the use of assessments based on student performance and alignment to NYSLS including, i-Ready adaptive ELA and math assessments, Early Bird Early Literacy Screening, school-created performance assessments for ELA and math, and writing rubrics. The ILT also initiated mock state exams/interim assessments for third, fourth, and

fifth grades, to provide students with practice in the format and length of the exams as well as identify progress toward grade-level standards. During the current charter term, CCS adopted the i-Ready Adaptive Math and ELA Assessments first for grades 2-5 and then for grades K-5. These assessments are aligned to NYSLS and highly correlated to the NYS exams, therefore reliable measures of student growth. The math and ELA assessments are administered three times per school year. Teachers receive ongoing professional development to support analyzing data and implementing instruction that matches student needs, including intervention, reteaching, spiral review, and extension. Teacher focus groups described implementing the i-Ready Adaptive Math and ELA Assessments showed schoolwide proficiency has increased to 80 percent in ELA and 71 percent in math as measured by the iReady exams.

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

- **Indicator a:** The NYC DOE CSE report that Compass has a strong partnership with its families and is extremely responsive to parents. Their goal is to make parents happy. The school also collaborates well with the CSE and requests assistance when needed. The school is knowledgeable about specially designed instruction. They have staff members trained in the Wilson program and they do well with addressing occupational therapy management needs in the classroom. One area of concern is the school's increased number of requests for neuropsychological evaluations in conjunction with initial referrals and re-evaluations. The school could also improve its consistency in updating student information in ATS.

During the leadership focus group discussion and classroom observations, CCS educators discussed their work to intentionally strengthen the academic program and reduce the number of children receiving interventions and referrals to the Committee on Special Education (CSE). The school follows the NYSED-approved identification processes for identifying students with disabilities and English language learners and at any time, a family may submit a request for evaluation by the CSE. If a request is submitted, the director of learning support meets with the family to fully understand their concerns and sends the request to the CSE. CCS's robust MTSS model is designed to intervene early to effectively reduce the number of referrals. Students are further supported by a Child Study Team (CST) meeting, which may result in the school referring the child for an evaluation through the CSE. Families are invited to participate in the CST and are provided with frequent progress updates. To determine if a student qualifies as an ELL, an NYSED-approved process is followed, including the administration of the Home Language Survey when the child matriculates and NYSITELL (identification) and NYSESLAT (ongoing yearly assessment for identified ELL). Children who qualify as ELL receive mandated ELL services each week from the ELL specialist. The ELL specialist co-plans with classroom co-teachers to support English language acquisition in the classroom. The ELL specialist updates families on their children's progress four times per year (progress report cycles) and informally through phone calls, in-person meetings, and sending student work samples home.

- **Indicator b:** In the focus groups and renewal application, CCS described the ICT as the core instructional model and the Multi-Tiered Systems of Support (MTSS) framework to ensure that the needs of all learners are met using research-based best practices. The approach to the MTSS is designed to increase the proficiency levels of students in ELA and math, as well as to support their social, emotional, and/or behavioral needs. Assessment data is used to drive the assessment cycle and data meetings align with the 8-week MTSS cycle. The CCS MTSS team consists of the school leader, director of learning support, co-directors of curriculum & instruction, learning support coordinator, learning specialists, social worker, school counselor, student support

specialist, related service providers, and classroom teachers. The MTSS team maintains a schoolwide robust data dashboard and convenes biweekly to review student assessment data and the progress of individual students within the MTSS program. The MTSS team works collaboratively to assist teachers in supporting student success by promoting a commitment to academic achievement, reinforcing academic skills, identifying weaknesses, and addressing specific social, emotional, and/or behavioral concerns that may represent barriers to learning. The MTSS team also notices schoolwide patterns of success and growth, which impact professional development planning, communication with stakeholders, and instructional shifts. Tier one intervention provides classroom-based supports to help students reach mastery. If after receiving tier one differentiated instruction, a student makes limited or no progress in the identified area of concern, the students will be provided with tier two intervention. Tier two intervention provides individualized student support and targeted intervention either in or out of the classroom or during the daily intervention block. If progress is not demonstrated after a round of tier two intervention, the student will move to tier three intervention, which increases the intensity of small group intervention and/or one-on-one intervention and often uses more specialized evidence-based programs. Families of students are included in the MTSS process, including when a child's intervention plan is modified.

- **Indicator c:** As evidenced in the focus groups, members of the Learning Support and Student Support Teams meet regularly with teachers to review data and student progress, problem solve, plan for implementation of intervention plans, and for consultation purposes to share any vital information that may impact the student or warrant revisions to their instructional plan. Learning Support and Student Support Team members also join grade level collaborative team meetings on a rotating basis and host consultation or office hours for collaboration with teachers.

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

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

Finding: Meets

Element

Indicators

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

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

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

c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttDnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

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

Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** While CCS’ chronic absentee rate is above that of NYC CSD 13, 70.5 percent compared to 36 percent for the 2022-2023 school year, the ILT and teacher teams discussed a concerted effort to reduce that rate. Leaders shared that family communication and relationships has contributed to school-wide attendance rate of 76 percent but also making it clear to families that attendance is important that staff must be willing to engage with families even during moments of disagreement and that the relationship between school and family ultimately affect the students’ learning outcomes.
- **Indicator b:** Both the ILT focus group and the renewal application discussed CCS’ suspension rate of 0 percent being below NYC CSD 13’s rate of 1 percent for the 2021-2022 school year. The ILT discussed their philosophy that they do not see evidence that suspending students positively impacts their performance or their future choices. CCS leaders and staff work strategically to support all students’ unique social, emotional, and academic needs and implement many interventions to support students and prevent the need for suspension. However, the school does have a policy in place that includes thorough research into what occurred (including interviewing numerous witnesses), a restorative conversation between appropriate community members, confirming the consequence, and a re-entry into the school community including a conversation between student, family, and member of the Executive Leadership Team.
- **Indicator c:** As evidenced in the renewal report, the school climate is measured through formal internal staff and family surveys administered twice a year. Families are also given an opportunity to provide open ended feedback around school climate. Each year, staff complete a climate survey by reflecting on the Collective Commitments they co-created. Staff are also surveyed to share effective practices and schoolwide needs. Families and instructional staff also complete the NYC Survey every year. Informal feedback is solicited from families and staff through 1:1 meetings, email communication, and scheduled check-ins with the co-chairs of the FSC. School climate is also measured through consistent and regular classroom observations and feedback. The school leader analyzes results and makes changes to the program based on the feedback received across these various measures. From the 2023 NYC School Survey, 97 percent of Compass families indicated that they are satisfied with the education their children are receiving.

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

- **Indicator a:** Focus groups and the renewal application described the CCS approach to behavior management as being proactive. CCS discussed considerable emphasis on professional development funding for responsive classroom training aligned to proven impact on teacher and student outcomes. All staff members are trained in and implement Responsive Classroom and Strong Kids, evidence-based approaches focusing on developing positive community connections, engaging academics, effective classroom management, and developmental awareness. These Tier 1 interventions support consistent language across the school community, so students know what

is expected and are invested in contributing positively to the learning community. Through these programs, teachers have structures in place such as morning meetings and closing circle, which allow students to have direct teaching in problem solving skills, coping strategies, and community building. Teachers also create “take a break” spaces in each classroom that are designed to support student emotional regulation skills regularly throughout the day. In addition to employing the Responsive Classroom model to ensure consistency in language and approach to positively reinforce positive behaviors.

- **Indicator b:** Described in the renewal application and observed during the site visit, CCS implements a tiered approach to academic and social emotional/behavioral supports. All students have access to Tier 1 supports, including a Responsive Classroom Approach, Strong Kids Social Emotional Curriculum, Teaching into Schoolwide Compass CARES Values, and a supportive school environment that focuses on strong relationships and being known by the grownups who work in the school. The Compass Tier 2 behavioral interventions include consultation with the student support team, classroom-based interventions such as preferential seating, breaks, incentive programs, and increased family communication plans. Compass also offers short term Tier 2 counseling support to students with parental consent. These groups focus primarily on social skills, coping strategies, and responding to recent trauma such as family separation or other trauma. Compass offers Tier 3 behavioral support to students after first exhausting supports listed above. Tier 3 supports may include individual or group counseling using evidence-based curricula, a functional behavioral assessment/behavior plan, and/or parent training. Including students with mandated counseling services through their IEPs.
- **Indicator c:** CCS focus groups discussed the commitment to a safe and nurturing environment. According to the renewal application, 98 percent of families indicated that their children are safe at school. The leadership team and the parent focus group discussed that strong community is what attracts many families to the school and visitors consistently comment on the warm, inviting, and child-centered environment that centers care, joy, and curiosity. As observed in most classrooms, students have internalized the school rules and can be seen holding doors for one another, problem-solving together, and advocating for their community. Additionally, CCS uses a trauma informed approach, embedding consistent routines, grounding exercises, and reflection into each part of the day. Students internalize and expect a specific flow to all school meetings, lessons, and worktime in their classrooms.
- **Indicator d:** As described in the focus groups and in the renewal application, CCS’ approach begins with the belief that students learn most productively when they feel welcomed, included, and safe. CCS shows observable commitment to providing a safe, supportive environment free from harassment, bullying and discrimination for all students. There is a marked involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act (“DASA”). CCS DASA plan is included in this application. All staff receive training in CCS DASA policy, including the current DASA Coordinator.
- **Indicator e:** As observed in the classroom observations, classrooms are well organized for learning. Physical space is set up to allow for flexible seating, multi-modal learning, and movement opportunities throughout the day. There is evidence of planning and preparation done by teachers to ensure students are engaged, able to access the content, and that they have systems in place to assess learning. All CCS staff members are trained in Responsive Classroom and use the use reminding, redirecting, and reinforcing language is consistent across the school and in all interactions. Each classroom has a predictable daily schedule that is posted each day, a morning message for children to engage with in the morning, and co-created classroom rules. During the annual Summer PD, special attention is given to planning for the first six weeks of school to ensure all systems and procedures are taught, practiced, and mastered by students.

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

- **Indicator a:** As discussed in the parent focus group CCS has systems in place to communicate with families in their preferred languages. Teachers, support staff, and administrators are in regular communication with families in order to strengthen relationships and build connections that positively impact students' learning. CCS staff conduct Listening Conference where families have the opportunity to provide information about progress they have noticed in their child's development over the summer and discuss baseline academic data and goals for the school year. Conferences are held three additional times through each school year to allow for regular progress updates. CCS has a long history of nearly 100 percent attendance at each round of conferences due to the persistence and flexibility of the staff and families and offering options for families to attend conferences in person or via zoom or phone. CCS utilizes multilingual staff members and paid translators as needed for translation during family conferences and meetings. CCS uses ParentSquare for all family communication (newsletters, calendars, and individual messages) and families can choose the language of their choice, meaning they receive all communication in their language of choice. The translation feature and the feature that allows CCS to ensure that its communication is reaching each family are the main reasons they invested in ParentSquare several years ago.
- **Indicator b:** The parent focus group and ILT shared the importance of relationships and ensuring communications are accessible to all families. CCS uses ParentSquare where all parties can access communication, data and school information. The ILT shared that the MTSS team works diligently to ensure families are receiving schoolwide communication. They are also explicit about not responding to other methods of communication, this keeping communication consistent. Members of staff are identified as point people for specific families and all communication flows through that point person to streamline information and communication while also building a trusting relationship with the family.
- **Indicator c:** The ILT discussed systems to regularly assess family satisfaction through surveys, communication logs, student retention data, participation logs, and informal feedback. CCS families complete the NYC School Survey each year as well as internal feedback surveys. During the 2022-2023 school year, CCS implemented multiple forms of collecting information from families, including online surveys through ParentSquare, in-person interviews, tallies of preferences, and short written surveys given to families at student arrival and dismissal.
- **Indicator d:** The focus groups and renewal application describe ParentSquare as the primary platform for transparent communication. According to the renewal application 96 percent of families responding to the 2023 NYC School Survey indicated that they see decisions made with families put into action. The ILT described that transparent communication is critical for family and caregiver buy-in and in establishing their role in ensuring authentic partnership. CCS is reflective and open to critical feedback and change processes and policies based on community feedback.
- **Indicator e:** According to the renewal application, at the beginning of every school year, CCS leadership hosts a back-to-school meeting for families to share all New York State testing data, including CCS' performance and participation rate relative to NYC CSD 13 and New York State. At this meeting, CCS also shares the performance of EDs, ELLs, and SWDs relative to NYC CSD 13 and New York State. Additionally, CCS leadership shares specific goals and plans for how the school will adjust instruction during the school year based on this data. Parent/student conferences are led by the students and students have ownership and describe their learning to their families. At the end of the school year, CCS leadership hosts a second annual meeting to present internal academic assessment progress from the school year broken down by grade and content area, as well as to share other instructional, operational, and cultural news with Compass families.

- **Indicator f:** The focus groups discussed at length the importance and focus on social emotional growth and development of students at CCS. The approach is supported through several different programs and tiered levels of support outlined through MTSS systems. Tier 1 interventions are provided to all students and adequately support approximately 80 percent of the student population. In addition to Responsive Classroom, all staff members implement the Strong Kids curriculum, which provides specific lessons that teach emotional regulation, coping strategies, and problem solving. CCS has a robust student support team consisting of a full-time school psychologist, two full-time psychology interns, a full-time social worker, and one social work intern. As an initial step in supporting students, teachers engage with a consultation process with a member of the mental health team to collaborate on in-class interventions. At times, in class support is provided in conjunction with short term counseling interventions targeting specific skills.

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

- **Indicator a:** The Student Support Team focus group shared that the MTSS team composed of school leaders, a student support specialist, social worker, teacher leaders, and operations staff who manage data and attendance. The MTSS team meets biweekly to review schoolwide data, make decisions for additional support for specific classes, subgroups, families, and students, and to plan for upcoming school wide needs. Each member of the MTSS team is responsible for aggregating a set of data before each meeting. All CCS staff members track family communication using a schoolwide form, the student support specialist tracks all interventions they do each day, including when teachers ask for support, social worker and school counselor keep detailed sessions notes to monitor the progress of students receiving intervention and mandated counseling support.
- **Indicator b:** The focus groups and renewal application describe the MTSS team follows a biweekly meeting to review academic data. The team also analyzes and assesses the impact of social emotional programs by reviewing the following: attendance data, incident reports, suspension data, and family communication to adjust for specific children, student groups, classes, grades, or for schoolwide. The ILT shared that the goal of the MTSS team is to continue to improve academics by ensuring students have the skills and strategies they need to be successful in school and that barriers to learning are removed.
- **Indicator c:** According to the renewal application and focus groups CCS uses tiered levels of support when developing interventions. When data indicates a high level of support needed for multiple students (more than 15 percent of the class), the team considers whether individual or full class interventions are appropriate. Teachers collaborate with support staff and receive direct coaching and feedback to increase the strength of their social emotional support for students. This includes strategizing about how to modify the classroom space, improve transitions between activities, and reinforce class wide systems.
- **Indicator d:** Described in the renewal application and during the focus groups, all CCS staff members have access to professional development focused on culturally responsive social emotional and mental health of students. Continual professional development for leaders that centers equity and care for students and staff, recurring agenda templates that center social emotional learning and cultural responsiveness, specific training in the social emotional curricula used by the school (that is also culturally responsive), monthly staff SEED circles (Seeking Education Equity and Diversity) and Restorative Justice Other staff members engaged in equity based projects through the school community including reading texts, assessing student

literature, and critical analysis of school systems that are upholding or disrupting inequitable practices.

- **Indicator e:** According to the renewal application the CCS social worker is also the appointed McKinney-Vento coordinator and attends workshops and remains up to date on the most recent regulations for McKinney-Vento. The school social worker collaborates with the operations manager to ensure children who qualify for McKinney-Vento have transportation to and from school each day and that families are supported during the process. The social worker also collaborates closely with qualifying families and supports them in getting access to resources and services as needed. In addition to collaboration among school staff, case managers from community organizations supporting families in temporary housing are also involved in identifying and supporting the needs of the families. CCS's family group, The Family School Collaborative, also provides mutual aid in the form of monetary assistance, clothing, and other basic needs.

Benchmark 4: Financial Condition

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

Finding: Meets

Over the term of this charter, 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

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Compass Charter School's 2022-2023 composite score is 2.50.

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

<i>Year</i>	<i>Composite Score</i>
2018-2019	2.02
2019-2020	2.10
2020-2021	2.00
2021-2022	2.69
2022-2023	2.50

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

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

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

Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** As described in the focus groups and the renewal application, the board conducts regular informal evaluations of itself, the school leader, and the school in its entirety. The school leader evaluates the school’s partners and providers regularly. Annually, the board engages in a strategic planning process. This process serves as the board’s formal evaluation of itself. The

strategic planning process involves goal setting and measurement for the board, the school, and the school leader. Additionally, the board reviews school level data each month. The academic data is reviewed twice monthly: once during the education committee meeting and once during the board meeting. CCSs' longitudinal data dashboard allows the board and the school leaders to seamlessly evaluate school, student, grade and classroom level data and make the appropriate changes to instruction. The board keeps numerous channels open for the school community to provide feedback.

- **Indicator b:** Both the focus groups and renewal application described CCSs' board as a ten-member board, with two members awaiting approval. The CCS board has a mix of skills, expertise, and experiences, from nonprofit management, operations, and finance to education to local community residents. The board actively evaluates the skills and expertise to meet the needs of the school during its annual board retreat, and through board member skill matrix, to help guide recruitment. This tool helps assess needs gaps and prioritize recruitment for certain specialized skills and areas of expertise. The board is very specific in recruitment not only on needs, but also mission alignment with CCS. The board uses the networks of the current members and school leaders to recruit potential new Trustees as well as the services of a professional matching organization.
- **Indicator c:** According to the renewal application the education committee and finance committees meet monthly to support academic and fiscal oversight. At each monthly full Board meeting, the full board is briefed, and school leaders provide updates on progress toward goals. Additionally, the chair of the board meets with the school leader biweekly to check in on progress toward schoolwide goals as well as the school leader's annual professional goals. The board and its subcommittees actively monitor and engage with the formative and summative assessment data, interface with administrators relating to the quality and delivery of instruction, and attend webinars and conferences related to academic excellence, progressive education, and culturally responsive pedagogy.
- **Indicator d:** The board shared that their structural tool for strategic planning is their annual retreat. Each December, the board gathers to discuss high-level priorities and goals for CCS. The second tool the board uses is the annual budget planning process where resources are allocated to key design elements and strategic priorities. The board continues to set goals around improving academic performance for students most in need, improving the student and community experience, strengthening board oversight systems and structures, continuous evaluation and constant assessment of performance measurements, metrics, and impact, as well as continuous self-evaluation of the board itself.
- **Indicator e:** The board updates the school policies regularly and reviews policy changes annually. The finance committee reviews changes to the fiscal policies and procedures before presenting a summary of changes to the full board for approval. A lawyer, who is a board member, provides input on policies that require compliance with charter school laws.
- **Indicator f:** The board described engaging in professional development annually. The board's professional development is informed by the regular informal evaluations that are conducted. Annually, the board engages in a strategic planning process. The board believes in continuous improvement and keeps many feedback channels open so that the larger community can provide opportunities for development at the board level. Additionally, the board has two non-voting parent board members, as outlined in the CCS charter, to further involve parent stakeholders and make itself more available to the community. These non-voting parent board members have proven to be a very effective means of connecting with the larger community and often provide valuable feedback from fellow CCS families to the board.

- **Indicator g:** The board focus group and the renewal application both describe the board’s role in oversight of the CCS charter, finances, and the school leaders. The board improves structures and tools to facilitate thoughtful and responsive governance. The board maintains academic, enrollment, recruitment, organizational, and financial goals to frame ongoing oversight of all aspects of the school. The board also reviews the implementation of the school’s key design elements through review of the school calendar, schedule, budgets, and monthly reports from the school leader. When seeking charter revisions, the board has followed the authorized guidelines and procedure. To date, there have been no conflicts of interest from members on the board.
- **Indicator h:** According to the renewal application, and as confirmed in the board focus group, the agenda for each board meeting is set with an eye toward ensuring that the school is meeting each of the standards within the NYSED Charter School Performance Framework. Benchmarks 1-3, regarding Educational Success, are covered as part of the update provided by the school leadership, as well as the report from the board’s Education Committee. Benchmarks 4-7, regarding Organizational Soundness, are covered as part of the update provided by school leadership, as well as the report from the finance, and governance and nominating committees. Benchmarks 8-10, regarding Faithfulness to Charter and Law, are discussed during all executive committee meetings, as well as reviewed critically during the board’s annual retreat. Additional legal counsel is sought as needed to ensure the school remains compliant.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Element

Indicators

3. *Contractual Relationships (if applicable)*

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

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

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

- **Indicator a:** As evidenced in the ILT focus group and in the renewal application, the leadership teams meet bi-weekly to review the progress and projects of each department and make strategic decisions. Smaller teams of instructional leaders, the Instructional Executive Leadership Team (IELT) meets weekly to analyze data, plan professional development, norm around teacher evaluation and supervision, and reflect on current practice. This team also meets on an ad hoc basis to address key elements of the academic programming and data, to preview the week ahead, and reflect on the instructional program. The shift toward a distributed leadership team has allowed for increased teacher coaching and professional development and increased student achievement as well as increased sustainability for all administrative positions.
- **Indicator b:** As observed during the site visit, CCS uses a variety of methods to engage with the school community. The leaders are accessible, visible, and active throughout the school, whether conducting classroom walkthroughs, greeting families, leading the community gathering, or serving at the hallway leadership station. Communication is updated regularly through Parent Square and daily for staff-only updates with important information for the day ahead.
- **Indicator c:** CCS recruits for key positions in a variety of places. Job postings are posted on the CCS website, Progressive Teachers of Color Job Fair (Compass leadership played a role in inspiring the creation of this very important Job Fair), the Collaborative for Inclusive Education, Diverse Charter Schools Coalition, Teachers College, Bank Street, SelectED, and other job boards. To date, the most successful recruitment method has been through referrals within the networks of existing staff members, according to the figures collected by the school. Staff retention is high at CCS in part due to the unique model of serving an intentionally diverse group of students, Integrated Co-Teaching, looping, progressive pedagogy, and staff voice in decision-making within the school.
- **Indicator d:** Shared at the focus group meetings, the school’s organizational structure includes positions specifically aligned with the school’s Key Design Elements. The school also employs a team of learning specialists and mental health providers to support students with academic and social emotional needs. CCS leaders consider staff members’ unique set of skills during the interview process for new roles within the organization. One way to best ensure staff is performing at a high level is to put them in positions they are equipped to excel at, that they are interested in, and that are in response to the sustainability and current needs of the organization.

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

- **Indicator a:** Members of the leadership team are familiar with the NYSED Charter School Performance Framework and have specific interest in knowledge in the benchmarks that are

aligned to their roles and the school's overall areas of growth (Benchmarks 1 and 9). The school leadership team focus group shared the roles and responsibilities of the team.

- **Indicator b:** The leadership team and documents reviewed show that CCS maintains a clear organizational structure including roles and responsibilities, job descriptions, and a schoolwide decision-making matrix. Meetings agendas include clear decision-making processes and responsibilities. Instructional leaders engage in reflection around the current roles, duties, and decision-making responsibilities as well as the solicited feedback from the team. Teachers and staff follow the responsibilities outlined in their job descriptions and are included in schoolwide collaborative decision making, using a clear decision-making process.
- **Indicator c:** According to the renewal application and discussed in the focus groups collaboration is an integral part of the culture and high-quality planning framework for ICT classrooms. CCS shared the timeframes and how the school has prioritized providing ample time for teachers to collaborate on a daily, weekly, and annual basis. The staff recently unionized which was a successful teacher led effort.
- **Indicator d:** The ILT focus group and teachers shared that there are daily shared preparatory periods for co-planning. In addition, CCS also provides teachers with ongoing professional development and coaching on the models of co-teaching to foster effective, collaborative teaching pairs in every classroom. All grade levels share a common preparatory period, and all teachers participate in at least two hours of grade-level planning every week. During this planning period, teachers analyze recent student work to inform lesson and unit planning, finalize and share lesson plans for the following week and discuss materials, criteria, sample activities, models or protocols of focus, and grouping strategies. Leaders supervise these collaboration meetings, and the data dashboard is an integral part of their success.
- **Indicator e:** According to the renewal application, all employees at CCS are tasked with supporting equitable academic and social emotional outcomes for all students. CCS values ongoing professional development and expects all staff members to engage in professional development focused on reflection, effective instructional practice, and dialogue. The Compass Instructional Employee Evaluation System includes ongoing goal setting, Mid-year and End of Year Reflection and evaluation meetings, classroom observations, inquiry cycles, and participation in professional development sessions. Artifacts related to the Instructional Employee's goals and growth for the school year are compiled by the Instructional Employee in a yearly professional portfolio that is reviewed at the Mid-year Reflection and end of year reflection and evaluation meetings. The school utilizes a variety of formal and informal measures to gauge teaching effectiveness. Any Instructional Employee who works 50 percent or less of all instructional days shall receive at least one (1) evaluation per year.
- **Indicator f:** As evidenced in the focus group discussions and documents, CCS administers initiate internal surveys as well as the NYC DOE survey. CCS also offers an open-ended section on all internal surveys, which allows staff members to share any feedback that is not captured in the closed questions. CCS teachers are represented by the United Federation of Teachers (UFT) and the Collective Bargaining Agreement (CBA) between Compass and the Compass bargaining unit includes the formation of several committees related to the school's KDE and workplace health. Each year, CCS retains most of its staff members. According to the renewal application, staff members indicate that they are satisfied with their work environment through direct feedback, survey results, recommending the school to their networks, and sending their own children to CCS.

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

- **Indicator a:** n/a
- **Indicator b:** The school started a new partnership with Underdog Strategies to boost enrollment of ED and ELL students only. The CSO and school will continue to discuss the partnership as it progresses.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** The school community expressed a shared understanding of CCS mission. Focus groups emphasized the mission as a driving force that encompasses the heart and soul of the school, including a commitment to inquiry, diverse groups of learners who have unique interests and learning needs, and a commitment to social action.
- **Indicator b:** CCS continues to implement its key design elements.
 - ICT is the foundation of the school's design, which classroom observations and focus group conversations confirmed. Teachers and leaders shared that professional development on ICT, including alternative models, is offered frequently.
 - The CSO site visit included classroom observations where inquiry and sustainability were observed. The school leaders explained that a sustainability consultant helps to ensure environmental, social, racial, and economic justice themes are incorporated throughout all lessons.
 - A strong commitment to infusing the arts into all school functions was also evident. Art materials are available in all classrooms and a visual arts teacher pushes into classrooms to help integrate art with classroom activities and learning. Student-created artwork reflecting elements of the curriculum was observed in each classroom visited.
 - The school leadership reported, during the focus group, that they have been able to center social justice into the sustainability and studio classes, which includes music, visual arts, and drama with leaders emphasizing their commitment by contracting with a sustainability consultant. CCS's organization chart and faculty roster further reflect their arts and sustainability design elements, as well as their integrated co-teaching model.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over the term of this charter, the trajectory for this benchmark has been consistent as an Approaches due to consistent under-enrollment of economically disadvantaged (ED) students.

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

- **Indicator a:** The school enrolls a sufficient number of students to satisfy their contractual obligation and they are currently, 2022-2023, at 105 percent of their contractual enrollment. While the school satisfies its obligations to meet Benchmark 9, anything exceeding 100% enrollment is considered out of compliance with Benchmark 10. CCS enrolls SWD and ELL students at rates that exceed or closely approach that of the DOL, NYC CSD 13, and is currently +5 percentage points above for SWD and -2 below for ELL. The school’s retention rates for all students and each subgroup are consistently above those of the DOL.

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

- **Indicator a:** The school has consistently under-enrolled ED students and is currently -20 percentage points below the DOL.

- **Indicator b:** School leadership started a partnership with Underdog Strategies. This partner has extensive experience in in-person and digital family engagement and recruitment. This includes canvassing at local child-care centers, churches, family events, and along all of the school bus routes. It also includes organizing tours for families who expressed interest, through canvassing efforts, and setting up a process for contacting all interested families after they have seen the school’s digital ads. Underdog led CCS’ first foray into online ads to recruit new families’ areas specifically targeting ED populations. Underdog also led a round of phone banking to current ED families. This feedback was vital when devising new recruitment strategies as well as informing CCS programming changes. The phone banking also included asking current ED families if they had other children in the home to apply. This phone banking created new relationships between some ED families and staff. CCS also launched its first application referral program with a raffle. Finally, CCS adjusted its online ads with new video testimonials from parents sharing their experiences in the community.
- **Indicator c:** The leadership team and the board shared that to evaluate recruitment and outreach strategies, the school reviews district data, the aggregate and demographic trends of applicants, and the demographics of enrolled students. It annually sets goals for total number of applicants from subgroups, total number of “high-probability applicants” from subgroups (applicants who are seriously considering CCS as an option), total number of enrolled applicants from subgroups, and total number of enrolled applicants from subgroups who attend the first day of school. CCS also reviews the experiences (shared anecdotally) of enrolled students and their families. In addition, CCS has a standard practice to always ask families why they decline a seat during the lottery process. CCS makes a point of reviewing demographic data for the families who decline seats to identify common reasons for declining within student subgroups.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

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

1. Element: **Legal Compliance:**

- **Indicator a:** According to CSO records, the school generally meets deadlines and complies with applicable laws, rules, regulations, and contract terms. The site visit and focus group discussions did not reveal any indications of complaints. Analysis of the faculty/staff roster submitted with the school’s 2022-2023 Annual Report showed that the school has begun addressing a longstanding issue of allowing new hires to begin working prior to obtaining full fingerprint clearance for them.
- **Indicator b:** The CSO issued the school a Notice of Deficiency for academics in 2020. The school has now achieved two consecutive years of academic achievement above that of their DOL, and their 2020 CAP for academic deficiency has been terminated.
- **Indicator c:** According to analysis of the school’s faculty/staff roster submitted with their 2022-2023 Annual Report, the school is within statutory limits for uncertified teachers.

- **Indicator d:** The school has been thoughtful about revision requests and has sought feedback prior to the submission of formal requests. Over the charter term these revisions include enrollment policy changes to support enrollment targets and changes to the organization structure, as well as policy updates, and the possibility of expansion.
- **Indicator e:** The school enrolls a sufficient number of students to satisfy their contractual obligation, however, during the current term, the school has over-enrolled and is currently at 105 percent of their contractual enrollment, placing the school out of compliance. To address this, the school is seeking a revision with their renewal, to increase enrollment from 300 to 324 students, beginning in the 2024-2025 school year.
- **Indicator f:** The board continues to provide legal support, and the school benefits from the expertise and support of numerous law firms.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

COMPASS CHARTER SCHOOL

BEDS Code

331300861066

2022-2023 Enrollment

314

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 13
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	300 ADELPHI-4TH FL, BROOKLYN, NY, 11205
Website:	www.brooklyncompass.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2014
Authorizer:	REGENTS
CEO:	MS. BROOKE PETERS
CEO Phone:	718-310-3588
CEO Email:	brooke@brooklyncompass.org
BOT President:	MR. JOSH GORDON
BOT President Phone:	.
BOT President Email:	joshuatoddgordon@gmail.com
Institution ID:	800000082487

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

BoR Charter School Office Information

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

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

CSO Survey Results

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

COMPASS CHARTER SCHOOL

Compass CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary	+/- 5	Austin Road ES	+12	+7	+1	.
		Benjamin Franklin ES	+14	+8	-3	.
		Catherine M Mcnamara ES	+16	+3	+2	.
		Cayuga School	+9	+1	-9	.
		Chippewa ES	+8	+17	+6	.
		Cicero ES	+23	+5	0	.
		Cornwall ES	+3	-11	-6	.
		Deforest A Hill Primary School	+61	+54	+89	.
		Duzine School	+61	+54	+89	.
		East Hill ES	+24	-3	-4	.
		Edward J Bosti ES	+12	0	-11	.
		Hamilton ES	+11	-1	+4	.
		Hewlett ES	-4	-3	-2	.
		Hiawatha School	+26	+25	+4	.
		Intermediate Education Center	+3	-4	-6	.
		J Fred Sparke School	+61	+54	+89	.
		John F Kennedy ES	+20	+10	-3	.
		Kathleen Grimm School for Leadership and Sustainabil	-16	-4	-9	.
		Kent ES	+23	+22	-5	.
		Lenape ES	+10	+11	0	.
		Lindell Boulevard School	+11	-6	-4	.
		Magnet School of Math, Science & Design Technology	-10	-10	-8	.
		Malta Avenue ES	+10	-6	+4	.
		Minisink Valley ES	+61	+54	+89	.
		Muscota	-6	-9	-6	.
		Northside ES	+14	+2	0	.
		Onondaga Road ES	+18	+11	+1	.
		Oquenock ES	+29	+8	-3	.
		PS 3 Charrette School	-12	-16	-5	.
		PS 3 Margaret Gioiosa School (The)	-14	-26	-10	.
		PS 35 Clove Valley School (The)	-25	-25	-9	.
		PS 452	-9	-12	+2	.
		PS 5 Huguenot	-32	-31	-11	.
		PS 64 Frederick Law Olmsted	-17	-22	-3	.
		PS 98 Douglaston School (The)	-7	-25	-8	.
		Paumanok ES	0	-21	-9	.
		Santapogue School	+5	+2	-8	.
		Stonehedge ES	+18	-1	-3	.
		Sycamore Avenue ES	+28	+22	+3	.
		Traver Road Primary School	+61	+54	+89	.
Upper Nyack School	+5	-3	-6	.		
Vail Farm ES	+19	+9	-2	.		
Van Buren ES	+23	+17	+20	.		
Walberta Park Primary School	+61	+54	+89	.		
Woodward Parkway ES	+8	+6	+6	.		
	Mean	+14	+6	+10	.	
	+/- 7.5	Altamont ES	+16	-3	-6	.
		Armor ES	+29	+14	+5	.
		Big Flats School	+20	+2	+1	.
		Black River School	+10	+4	+3	.
		Boston Valley ES	+38	+11	-5	.
		Bowling Green School	0	-17	-5	.
		Boyle Road ES	+24	+27	+2	.
		Bretton Woods ES	-13	-15	-8	.
		Central Boulevard ES	+9	-11	-1	.
		Clayton Huey ES	+22	+11	-3	.
		Cloverbank ES	+19	-8	-6	.
		Como Park ES	+2	+7	+89	.
		Cornwall-On-Hudson ES	-3	-13	-9	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Court Street ES	+3	-4	+89	.
	East ES	+8	+5	+8	.
	Fayetteville ES	-4	-21	-2	.
	Forest Brook ES	+8	-10	-6	.
	Franklin Early Childhood Center	+61	+54	+89	.
	Fremont ES	+4	-1	-11	.
	Fricano Primary School	+61	+54	+89	.
	Furnace Woods ES	+14	-17	-11	.
	George Grant Mason ES	-8	-10	+89	.
	George M Davis ES	+11	+2	-3	.
	Geyser Road ES	+18	+6	0	.
	Gordon Creek ES	+29	-1	-6	.
	Grundy Avenue School	+35	+20	+15	.
	Harley Avenue ES	+61	+54	+89	.
	Hillside School	-3	-17	-5	.
	Jamesville ES	+5	-1	+1	.
	Jefferson Avenue School	+11	+3	-5	.
	John A Sciole ES	-6	-15	+89	.
	John F Kennedy School	+16	+1	+5	.
	Lakeshore Road ES	+28	+14	0	.
	Lynwood Avenue School	+24	+17	-3	.
	Maud S Sherwood ES	+22	+17	+15	.
	Mill Road-Primary Grades	+61	+54	+89	.
	Montgomery ES	+17	+13	0	.
	North Park Community School #50	+10	-1	+89	.
	Norwood Avenue School	+61	+54	+89	.
	Otsego ES	+2	-12	-10	.
	PS 101 School In the Gardens	-20	-34	-11	.
	PS 130 Parkside (The)	+6	+4	+5	.
	PS 144 Col Jeromus Remsen	-16	-28	-7	.
	PS 261 Zipporah Mills	+14	+4	+1	.
	PS 527 East Side School for Social Action	-19	-30	-8	.
	PS 84 Lillian Weber	-9	-8	-4	.
	Raymond C Buckley ES	+3	-5	+1	.
	Ruth C Kinney ES	+11	+8	+6	.
	Scotchtown Avenue School	+61	+54	+89	.
	Signal Hill ES	+7	-13	-7	.
	Split Rock ES	+1	-16	-7	.
	Sunquam ES	+5	-8	-6	.
	Waverly Avenue School	+22	+17	-7	.
	West Sand Lake ES	+14	+2	-9	.
	William S Covert School	-10	-18	-11	.
	Willow Avenue ES	-5	-26	-4	.
	Mean	+14	+3	+15	.
+/- 10	Academy for Excellence Through the Arts (The)	-31	-30	-8	.
	Ann Macarthur Primary	+61	+54	+89	.
	Arongen ES	+7	-6	-3	.
	Ballard ES	+22	+11	+6	.
	Bardonia ES	+5	-3	-1	.
	Big Tree ES	+21	+6	-3	.
	Blue Creek School	+20	+16	-5	.
	Bolivar Road ES	+7	-5	-3	.
	Brooklyn New School-PS 146 (The)	-2	+15	-2	.
	Brooklyn Prospect CS - CSD 13.2	-4	-14	-1	.
	Caroline ES	+21	+11	+3	.
	Cayuga Heights ES	+4	-2	+13	.
	Charles A Lindbergh ES	+14	0	+3	.
	Cherokee Street ES	+32	+23	+1	.
	Citizen Edmond Genet School	+1	-10	-5	.
	Clinton Avenue School	+61	+54	+89	.
	Cold Spring Early Learning Center	+61	+54	+89	.
	Connetquot ES	+61	+54	+89	.
	Cottage Lane ES	+15	+2	-1	.
	Davison Avenue Intermediate School	+11	+13	+1	.
	Dodge ES	-19	-19	-8	.
	Donald P Sutherland School	+6	+13	-9	.
	East Moriches ES	-3	-15	-4	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Elm Drive ES	+61	+54	+89	.
Errick Road ES	+2	-13	-3	.
Forest Avenue School	+17	+7	-11	.
Forest ES	-2	-11	-6	.
Fort Salonga ES	-19	-13	+89	.
Francis L Stevens ES	-5	-10	-7	.
Francis X Hegarty ES	+10	-5	-7	.
Frank G Lindsey ES	+11	+3	+24	.
Frank J Carasiti ES	+61	+54	+89	.
Fulmar Road ES	+13	+26	-7	.
Glenclyff School	+9	-1	-4	.
Glenwood ES	+16	+7	-1	.
Golden Hill Elementary	+3	+7	-5	.
Harris Hill ES	-8	-20	-10	.
Holbrook Road School	+17	+14	+9	.
Homer Brink School	+3	-5	-8	.
John F Kennedy School	+1	-22	-4	.
John J Daly ES	-7	-12	-3	.
K C Heffernan ES	+9	-11	+89	.
Kensington Road School	-7	-11	-6	.
Kent Primary School	+29	+15	-1	.
L Pearl Palmer ES	+6	-2	+10	.
Lakeview ES	+12	+11	-4	.
Latham Ridge School	+13	-2	-2	.
Lawrence Avenue ES	-5	-17	-5	.
Lee F Jackson School	+61	+54	+89	.
Leo Bernabi School	+30	+13	+7	.
Lima ES	+61	+54	+89	.
Locust Valley Intermediate School	-9	-19	-9	.
Maple West ES	-18	-7	-7	.
Marilla Primary School	+17	-4	-8	.
Maurice W Downing Primary School	+61	+54	+89	.
Meadow Drive School	+61	+54	+89	.
Meadowbrook ES	-1	-27	-8	.
New City ES	-2	-6	-2	.
Nokomis School	+32	+22	+7	.
Northeast School	+1	-25	-9	.
Northside School	+1	-16	-6	.
Norwood Avenue School	+21	+16	+2	.
Noxon Road ES	+11	+3	+2	.
Ogden ES	-3	-5	-1	.
Ohio ES	+5	+18	+89	.
Orenda ES	-6	-19	-10	.
Overlook Primary School	+61	+54	+89	.
PS 169 Bay Terrace	-2	-30	-9	.
PS 196 Grand Central Parkway	-33	-42	-10	.
PS 205 Alexander Graham Bell	-20	-28	-8	.
PS 212 Midtown West	+4	-1	-6	.
PS 24 Spuyten Duyvil	-21	-30	-8	.
PS 56 Louis Desario School (The)	-9	-12	-2	.
PS 9 Sarah Anderson	-18	-22	-3	.
Pashley ES	+12	+3	-3	.
Paul Road School	+29	+16	+21	.
Primary Education Center	+7	-6	+89	.
Rosendale School	-8	-17	-2	.
Roslyn Heights ES	+61	+54	+89	.
Saddle Rock School	-14	-25	-10	.
Saddlewood ES	+13	+2	+9	.
Sanfordville ES	0	-11	-4	.
Sauquoit Valley ES	+10	+5	+3	.
Schuylerville ES	-1	-8	-4	.
Sound Beach School	+23	+11	+5	.
South Bay School	+9	-4	+2	.
South Hill School	+9	+4	+8	.
South Street School	+61	+54	+89	.
Southgate School	+6	+2	+9	.
Tamarac ES	+26	-3	+7	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Tecumseh ES	+3	-12	-2	.
Theodore Roosevelt School	+61	+54	+89	.
Thomas A Edison ES	+26	+18	+2	.
Tooker Avenue School	+19	+2	-3	.
Tuttle Avenue School	+61	+54	+89	.
Van Cortlandville School	+25	+18	+10	.
Vanderbilt ES	-7	-23	-9	.
Veeder ES	+23	+3	-4	.
Victor Early Childhood School	+61	+54	+89	.
Virginia Road ES	+61	+54	+89	.
Watson School	-10	-9	-11	.
Wayne Central Primary School	+61	+54	+89	.
Wenonah School	+14	+5	+1	.
West ES	+5	-2	-4	.
West End School	-11	-13	-6	.
West Patent ES	-6	-12	-11	.
Wheelock Primary School	+61	+54	+89	.
William E Cottle School	-1	-26	-7	.
Windom ES	+14	+1	-8	.
Wing ES	+61	+54	+89	.
Woodglen ES	+17	0	+4	.
Mean	+15	+7	+18	.
Mean	+15	+5	+15	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

COMPASS CHARTER SCHOOL

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

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

Compass CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	56%	33%	.	38%	52%	20%	.	23%
2018-2019	53%	27%	.	23%	56%	39%	.	27%
2022-2023	85%	79%	80%	60%	91%	86%	80%	76%

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Compass CS and NYC CSD 13



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Compass CS	NYC CSD 13	District Differential	NYS	NYS Differential	Compass CS	NYC CSD 13	District Differential	NYS	NYS Differential	Compass CS	NYC CSD 13	District Differential	NYS	NYS Differential
All Students	2016-2017	29%	49%	-20	43%	-14	11%	49%	-38	49%	-38	.	.	.	.	.
	2017-2018	57%	57%	0	49%	+8	41%	51%	-10	51%	-10	74%	86%	-12	89%	-15
	2018-2019	49%	54%	-5	46%	+3	50%	50%	0	51%	-1	80%	84%	-4	86%	-6
	2021-2022	61%	51%	+10	42%	+19	54%	45%	+9	43%	+11	89%	80%	+9	80%	+9
	2022-2023	74%	59%	+15	46%	+28	76%	55%	+21	53%	+23	.	.	.	.	.
SWD	2016-2017	0%	25%	-25	15%	-15	0%	26%	-26	22%	-22	.	.	.	.	.
	2017-2018	32%	29%	+3	21%	+11	13%	24%	-11	25%	-12	67%	73%	-6	75%	-8
	2018-2019	20%	24%	-4	17%	+3	26%	24%	+2	22%	+4	81%	59%	+22	69%	+12
	2021-2022	50%	21%	+29	15%	+35	36%	19%	+17	18%	+18	73%	55%	+18	60%	+13
	2022-2023	58%	26%	+32	19%	+39	63%	24%	+39	26%	+37	.	.	.	.	.
ELL	2021-2022	63%	29%	+34	28%	+35	71%	26%	+45	31%	+40	.	.	.	.	.
	2022-2023	80%	36%	+44	33%	+47	60%	25%	+35	37%	+23	.	.	.	.	.
ED	2016-2017	5%	33%	-28	32%	-27	0%	35%	-35	37%	-37	.	.	.	.	.
	2017-2018	16%	41%	-25	39%	-23	4%	34%	-30	40%	-36	53%	79%	-26	84%	-31
	2018-2019	18%	38%	-20	36%	-18	18%	33%	-15	40%	-22	60%	75%	-15	81%	-21
	2021-2022	21%	28%	-7	31%	-10	22%	22%	0	31%	-9	70%	65%	+5	72%	-2
	2022-2023	57%	37%	+20	36%	+21	51%	32%	+19	41%	+10	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2017	29%	49%	-20	43%	-14	11%	49%	-38	49%	-38	.	.	.	.	.
	2018	67%	57%	+10	51%	+16	47%	54%	-7	54%	-7	.	.	.	.	.
	2019	50%	60%	-10	52%	-2	50%	54%	-4	55%	-5	.	.	.	.	.
	2022	70%	57%	+13	46%	+24	58%	51%	+7	48%	+10	.	.	.	.	.
	2023	70%	61%	+9	45%	+25	70%	58%	+12	54%	+16	.	.	.	.	.
Grade 4	2018	45%	57%	-12	48%	-3	32%	48%	-16	48%	-16	74%	86%	-12	89%	-15
	2019	51%	58%	-7	48%	+3	55%	49%	+6	51%	+4	80%	84%	-4	86%	-6
	2022	53%	50%	+3	42%	+11	65%	46%	+19	43%	+22	89%	80%	+9	80%	+9
	2023	79%	61%	+18	49%	+30	89%	54%	+35	54%	+35	.	.	.	.	.
Grade 5	2019	43%	44%	-1	38%	+5	45%	47%	-2	46%	-1	.	.	.	.	.
	2022	59%	45%	+14	38%	+21	36%	38%	-2	37%	-1	.	.	.	.	.
	2023	76%	55%	+21	45%	+31	71%	52%	+19	50%	+21	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2017	.	25%	-25	15%	-15	.	26%	-26	22%	-22	.	.	.	.	.
	2018	50%	27%	+23	24%	+26	17%	25%	-8	28%	-11	.	.	.	.	.
	2019	13%	32%	-19	23%	-10	13%	30%	-17	28%	-15	.	.	.	.	.
	2022	77%	32%	+45	20%	+57	36%	25%	+11	24%	+12	.	.	.	.	.
	2023	45%	28%	+17	19%	+26	52%	29%	+23	29%	+23	.	.	.	.	.
Grade 4	2018	15%	31%	-16	19%	-4	9%	23%	-14	21%	-12	67%	73%	-6	75%	-8
	2019	38%	19%	+19	18%	20	47%	18%	+29	22%	+25	81%	59%	+22	69%	+12
	2022	22%	10%	+12	14%	+8	60%	15%	+45	18%	+42	73%	55%	+18	60%	+13
	2023	79%	29%	+50	21%	+58	92%	27%	+65	27%	+65	.	.	.	.	.
Grade 5	2019	.	22%	-22	11%	-11	9%	26%	-17	17%	-8	.	.	.	.	.
	2022	42%	22%	+20	11%	+31	17%	17%	0	13%	+4	.	.	.	.	.
	2023	56%	22%	+34	17%	+39	50%	18%	+32	22%	+28	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

English Language Learners		ELA				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2022	60%	38%	+22	33%	+27

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Compass CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 3	2017	5%	33%	-28	32%	-27	.	35%	-35	37%	-37	.	.	.	.	.
	2018	9%	41%	-32	40%	-31	.	37%	-37	43%	-43	.	.	.	.	.
	2019	17%	44%	-27	42%	-25	8%	37%	-29	44%	-36	.	.	.	.	.
	2022	33%	34%	-1	35%	-2	29%	29%	0	36%	-7	.	.	.	.	.
	2023	67%	39%	+28	34%	+33	57%	36%	+21	42%	+15	.	.	.	.	.
Grade 4	2018	21%	42%	-21	38%	-17	7%	31%	-24	37%	-30	53%	79%	-26	84%	-31
	2019	13%	41%	-28	38%	-25	20%	30%	-10	40%	-20	60%	75%	-15	81%	-21
	2022	.	26%	-26	30%	-30	22%	22%	0	31%	-9	70%	65%	+5	72%	-2
	2023	56%	37%	+19	38%	+18	67%	31%	+36	42%	+25	.	.	.	.	.
Grade 5	2019	23%	29%	-6	28%	-5	25%	32%	-7	36%	-11	.	.	.	.	.
	2022	25%	23%	+2	27%	-2	18%	15%	+3	26%	-8	.	.	.	.	.
	2023	46%	36%	+10	36%	+10	36%	30%	+6	38%	-2	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

COMPASS CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Compass CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	300	299	100%
2019-2020	300	286	95%
2020-2021	300	325	108%
2021-2022	300	298	99%
2022-2023	300	314	105%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2018-2019	27%	21%	+6	3%	7%	-4	29%	56%	-27
2019-2020	24%	20%	+4	3%	6%	-3	26%	53%	-27
2020-2021	24%	20%	+4	3%	6%	-3	31%	51%	-20
2021-2022	25%	20%	+5	4%	6%	-2	26%	50%	-24
2022-2023	25%	20%	+5	5%	7%	-2	30%	50%	-20

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District	Compass CS	NYC CSD 13	Differential to District
2018-2019	76%	85%	-9	74%	84%	-10	100%	79%	+21	75%	83%	-8
2019-2020	67%	86%	-19	62%	82%	-20	89%	82%	+7	52%	82%	-30
2020-2021	77%	86%	-9	76%	86%	-10	56%	85%	-29	88%	89%	-1
2021-2022	77%	79%	-2	81%	68%	+13	73%	83%	-10	72%	83%	-11
2022-2023	92%	85%	+7	92%	85%	+7	100%	83%	+17	90%	84%	+6

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

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

Not applicable to this charter school

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

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

2024 NYSED Charter School Information Dashboard

Notes

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

Charter School Fiscal Accountability Summary

COMPASS CHARTER SCHOOL

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-5	K-5	K-5	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	300	300	300	300	300
Maximum Chartered Enrollment	300	300	300	300	300
Actual Enrollment	300	287	327	299	315

ASSETS

Current Assets

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Cash and Cash Equivalents	807,321	1,738,818	2,007,469	2,458,912	2,020,208
Grants and Contracts Receivable	10,509	128,805	167,967	331,468	266,536
Prepaid Expenses	70,386	102,281	109,730	120,143	106,817
Other Current Assets	29,862	13,721	21,715	18,441	12,781
Total Current Assets	918,078	1,983,625	2,306,881	2,928,964	2,406,342

Non-Current Assets

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Property, Building and Equipment, net	177,601	172,257	174,313	175,192	112,244
Restricted Cash	75,119	100,151	100,171	100,190	100,207
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	252,720	272,408	274,484	275,382	212,451
Total Assets	1,170,798	2,256,033	2,581,365	3,204,346	2,618,793

LIABILITIES and NET ASSETS

Current Liabilities

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Accounts Payable and Accrued Expenses	44,290	52,868	111,966	158,509	57,281
Accrued Payroll and Payroll Taxes	397,942	461,198	602,051	1,013,733	402,374
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	23,999	358,514	15,720	4,000	500
Total Current Liabilities	466,231	872,580	729,737	1,176,242	460,155

Long-Term Liabilities

Total Long-Term Liabilities
 Total Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Long-Term Liabilities	-	456,486	815,000	-	-
Total Liabilities	466,231	1,329,066	1,544,737	1,176,242	460,155

Unrestricted
 Restricted
Total Net Assets
Total Liabilities and Net Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Unrestricted	699,757	882,240	991,901	1,983,377	2,113,911
Restricted	4,810	44,727	44,727	44,727	44,727
Total Net Assets	704,567	926,967	1,036,628	2,028,104	2,158,638
Total Liabilities and Net Assets	1,170,798	2,256,033	2,581,365	3,204,346	2,618,793

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

	2018 19	2019 20	2020 21	2021 22	2022 23
State and Local Per Pupil Revenue - Reg. Ed	4,359,051	4,779,560	4,832,869	5,044,492	5,287,800
State and Local Per Pupil Revenue - SPED	954,182	751,504	910,325	976,886	1,061,024
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	85,608	105,646	130,627	162,270	165,198
State and City Grants	169,130	260,321	499,053	623,335	465,023
Other Operating Income	-	-	-	-	-
Total Operating Revenue	5,567,971	5,897,031	6,312,874	6,806,983	6,979,045

EXPENSES

Program Services

Regular Education
 Special Education
 Other Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23
Regular Education	3,410,522	3,615,316	3,746,825	4,447,329	4,623,839
Special Education	1,782,930	1,685,211	1,734,440	2,772,639	2,887,724
Other Expenses	-	220,496	387,040	465,354	525,642
Total Program Services	5,193,452	5,521,023	5,868,305	7,685,322	8,037,205

Supporting Services

Management and General
 Fundraising
 Total Support Services
 Total Expenses
 Surplus/Deficit from Operations

	2018 19	2019 20	2020 21	2021 22	2022 23
Management and General	259,380	282,549	301,950	513,360	528,979
Fundraising	120,556	81,751	75,132	128,354	73,744
Total Support Services	379,936	364,300	377,082	641,714	602,723
Total Expenses	5,573,388	5,885,323	6,245,387	8,327,036	8,639,928
Surplus/Deficit from Operations	(5,417)	11,708	67,487	(1,520,053)	(1,660,883)

SUPPORT AND OTHER REVENUE

Interest and Other Income
 Contributions and Grants
 Fundraising Support
 Other Support and Revenue
 Total Support and Other Revenue
 Change in Net Assets
 Net Assets - Beginning of Year
 Net Assets - End of Year

	2018 19	2019 20	2020 21	2021 22	2022 23
Interest and Other Income	83	107	20	20	35,968
Contributions and Grants	43,736	210,585	42,154	107,210	142,154
Fundraising Support	87,044	-	-	64,795	26,955
Other Support and Revenue	-	-	-	2,339,504	1,586,340
Total Support and Other Revenue	130,863	210,692	42,174	2,511,529	1,791,417
Change in Net Assets	125,446	222,400	109,661	991,476	130,534
Net Assets - Beginning of Year	579,121	704,567	926,967	1,036,628	2,028,104
Net Assets - End of Year	704,567	926,967	1,036,628	2,028,104	2,158,638

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
 Support and Other Revenue
 Total Revenue

	2018 19	2019 20	2020 21	2021 22	2022 23
Operating	18,560	20,547	19,305	22,766	22,156
Support and Other Revenue	436	734	129	8,400	5,687
Total Revenue	18,996	21,281	19,434	31,166	27,843

Expenses - Per Pupil

Program Services
 Management and General, Fundraising
 Total Expenses
 % of Program Services
 % of Management and Other
 % of Revenue Exceeding Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23
Program Services	17,312	19,237	17,946	25,703	25,515
Management and General, Fundraising	1,266	1,269	1,153	2,146	1,913
Total Expenses	18,578	20,506	19,099	27,849	27,428
% of Program Services	93.2%	93.8%	94.0%	92.3%	93.0%
% of Management and Other	6.8%	6.2%	6.0%	7.7%	7.0%
% of Revenue Exceeding Expenses	2.3%	3.8%	1.8%	11.9%	1.5%

FINANCIAL COMPOSITE SCORE

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Composite Score	2.02	2.10	2.00	2.69	2.50
BENCHMARK and FINDING:	Strong	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

	2018 19	2019 20	2020 21	2021 22	2022 23
Net Working Capital	451,847	1,111,045	1,577,144	1,752,722	1,946,187
Working Capital (Current) Ratio	2.0	2.3	3.2	2.5	5.2
BENCHMARK and FINDING:	Meets Standard	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

	2018 19	2019 20	2020 21	2021 22	2022 23
Debt to Asset Ratio	0.4	0.6	0.6	0.4	0.2
BENCHMARK and FINDING:	Meets Standard	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

	2018 19	2019 20	2020 21	2021 22	2022 23
Days of Cash	52.9	107.8	117.3	107.8	85.3
BENCHMARK and FINDING:	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Margin Ratio	0.0	0.0	0.0	0.1	0.0
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

