



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Evergreen Charter School

Renewal Site Visit Dates: November 14-15, 2024
Date of Final Draft Site Visit Report: February 6, 2025
Date of Final Site Visit Report: February 19, 2025

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	7
SUMMARY OF FINDINGS.....	9
BENCHMARK 1: STUDENT PERFORMANCE.....	10
BENCHMARK 2: TEACHING AND LEARNING.....	11
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	18
BENCHMARK 4: FINANCIAL CONDITION	25
BENCHMARK 5: FINANCIAL MANAGEMENT	26
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	27
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	30
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	34
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	36
BENCHMARK 10: LEGAL COMPLIANCE	38

ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Evergreen Charter School (ECS)
Board Chair	Gil Bernardino
District of Location	Hempstead Union Free School District
Initial Commencement of Instruction	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 13, 2009 – January 12, 2014 • First Renewal Term: January 13, 2014 – June 30, 2014 • Second Renewal Term: July 1, 2014 – June 30, 2017 • Third Renewal Term: July 1, 2017 – June 30, 2022 • Fourth Renewal Term: July 1, 2022 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 12 / 1175 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 12 / 1525 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • ES: 605 Peninsula Blvd., Hempstead, NY 11550 – Private Space (K – Grade 1) • IS: 436 Front St., Hempstead, NY 11550 - Private Space (Grades 2 – 4) • MS: 120 Greenwich St., Hempstead, NY 11550 - Private Space (Grades 5 – 8) • HS: 94 Fulton Ave., Hempstead, NY 11550 – Private Space (Grades 9 – 12)
Mission Statement	<i>The mission of Evergreen Charter School is to nurture the intellectual, physical, and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life.</i>
Key Design Elements	<ul style="list-style-type: none"> • Second language instruction in Spanish for all grades; • Integration of ecology throughout the curriculum and culture with the recurring theme of “reduce, reuse, recycle;” • To foster healthy life choices within a child-centered, environmentally friendly school; • Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction; and

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

	<ul style="list-style-type: none"> • Planning and instruction utilizing the workshop model of instruction.
<p>Requested Revisions (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> • To increase its authorized enrollment from the currently approved 1175 students to 1525 students to be fully implemented by year five of the renewal charter term.

Innovative and Noteworthy Programs: Evergreen Charter School (ECS) is deeply embedded in the community and actively involves community stakeholders in the life of the school. The school employs a large number of bilingual staff who engage non-English speaking students and their families. ECS leverages community partnerships and provides families with workshops and connects them to community resources. Families respond with high participation rates in school events and parent-teacher conferences. Finally, all members of the school community have a voice, including students, families, faculty, and staff such as kitchen staff and custodians.

Renewal Outcomes

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

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

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal based on its educational success. However, the school may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 11	K – Grade 12	K – Grade 12
Total Approved Enrollment	975	1100	1175

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Proposed Enrollment	1250	1325	1400	1475	1525

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

² This proposed chart was submitted by the Evergreen 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.

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, 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 ECS on November 14 – 15, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, student support team, teachers, parents, and students.

The team conducted 11 classroom observations in K – Grade 12 and observed 2 morning meetings. The classroom observations were approximately 15 minutes in length and conducted jointly with instructional leaders at each site, including principals and assistant principals and directors of curriculum and instruction. 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 [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2024-2025 renewal application, 2023-2024 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 the 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.	Approaches
	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

- ECS is in year sixteen of operation and serves students in K – Grade 12. During its current charter term, the school has the following benchmark ratings: eight “Meets” and two “Approaches.” A summary of those benchmarks is provided below.
- **Strengths:** ECS has demonstrated strong academic performance and commitment to its key design elements (KDE). It has a comprehensive curriculum in place that school leaders and staff continue to refine. The school delivers purposeful and engaging instruction and has numerous support systems in place to meet a variety of student needs. ECS has developed a strong school culture that engages families in the life of the school and provides many opportunities for social-emotional learning (SEL). There is strong community support for the renewal evidenced by over 240 letters of support from families and local organizations. The school has also developed a robust leadership team that effectively coordinates the academic program and school culture across four buildings. The school has maintained full enrollment and enrolls similar proportions of students with disabilities (SWD) and economically disadvantaged (ED) student subgroups compared to the district of location (DOL).
- **Challenges:** While ECS has established programs and support systems to promote the success of its English language learners (ELL), the school’s ELL enrollment is currently -10 percentage points below the DOL. The results from the high school’s first year of Regents cohort data for the 2023-2024 academic year show a negative differential to the State. Evergreen remains committed to monitoring progress and offering additional support to enhance instructional outcomes in the newly implemented high school.

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: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to the school’s 2023-2024 graduation rate and on-track to graduate rate.

The 2020 cohort is ECS’s first graduating class of twelfth grade students, and therefore 2023-2024 is the first year the school has received 4-year Regents cohort data. The school had varying Regents results. According to the 2023-2024 Regents cohort testing data, Evergreen scored below the State for All Students in all subject areas. Students in the SWD and ELL subgroups scored at or above the State in math and science and below the State in English language arts (ELA), United States History, and Global History. The school’s inaugural graduating cohort comprised 42 students. The 4-year Graduation Rate for the 2020 cohort was 64 percent and the On-Track to Graduate rate for the 2021 cohort was 62 percent.

ECS has a consistent history of outperforming the DOL in Grades 3 – 8 ELA and math for all subgroups. Based on the 2024 New York State Testing Program (NYSTP) 3-8 Assessments for ELA and math, ECS outperformed the DOL by +16 percentage points in ELA and +15 percentage points in math. In addition, SWD, ELL, and ED students outperformed the DOL in both ELA and math.

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. Curriculum	<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. Instruction	<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. Assessment and Program Evaluation	<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. Supports for Diverse Learners	<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/Middle School/High School:

- ES:
 - i-Ready Magnetic Reading Foundations (K-2)
 - i-Ready Magnetic Reading (3-5)
 - Wilson Foundations (K-1)
 - WriteSteps (K-1)
 - Curriculum Associates Ready Writing Program (2-5)
 - Eureka Math
 - BOCES Science 21 (K-4)
 - HydroConnect Hydroponics (K-1)
 - BOCES Integrated Social Studies/ELA Curriculum (K-4)
 - Vista Higher Learning (Spanish language instruction)
 - Harmony SEL curriculum
- MS:
 - Curriculum Associates i-Ready Reading Diagnostic and Instruction (K-9)
 - enVision Mathematics (6-8)
 - Curriculum Associates i-Ready Math Diagnostic and Instruction (K-9)
 - Savvas ElevateScience (5-8)
 - Teachers' Curriculum Institute (TCI) (5-12)
 - Vista Higher Learning (Spanish language instruction)
 - Rethink Ed curriculum
 - Harmony SEL curriculum
- HS:
 - Edgenuity (10-12)
 - eMATHInstruction (9-12)
 - AP Spanish
 - Vista Higher Learning (Spanish language instruction)

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWDs:
 - The school utilizes the academic programs listed above with additional support from special education teachers based on students' Individualized Education Plans (IEPs).
- ELLs:
 - The school utilizes the academic programs listed above with additional support from English as a new language (ENL) teachers as needed.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: *Curriculum*:

- **Indicator a:** According to the ECS renewal application and confirmed during leadership and teacher focus groups, ECS has a comprehensive curriculum in place, which continues to evolve based on student needs. The school’s ELA curriculum includes *i-Ready Magnetic Reading* programs, *Wilson Foundations*, *Curriculum Associates Ready Writing Program*, and *Edgenuity*. The math curriculum includes *Eureka Math* for K – Grade 5, *enVision Mathematics* for Grades 6-8, and *eMATHInstruction* for high school students. The school also uses computer-based math programs, such as *iReady*, *IXL*, and *Desmos*, to identify learning gaps and provide interventions. The elementary science program is an integrated curriculum developed by teachers in the Putnam/Northern Westchester BOCES region. Middle school science utilizes *Savvas* and high school science employs *Edgenuity*. The social studies curriculum includes BOCES resources, TCI programs such as *History Alive!* and *Geography Alive!*, and supplemental platforms such as *Castle Learning*. *Vista Higher Learning* programs are used to teach Spanish language and culture. Interviewed school leaders and faculty noted their commitment to continuous improvement of the curriculum, citing piloting of the Ready Reading program in early grades, changes to the high school social studies curriculum, and plans to expand AP offerings. ECS students have SEL class weekly. The *Harmony* SEL curriculum is used from elementary into the middle grades.
- **Indicator b:** The school devotes resources and time to curriculum alignment. For example, the renewal application indicates that “Annual contracts are executed with math and literacy consultants who work in close collaboration with the school’s instructional leaders to provide support and consistent curriculum alignment.” Interviewed school leaders said these consultants work with teachers and leadership in K – Grade 4 as instructional coaches and to facilitate curriculum alignment. ECS recently hired two directors of curriculum and instruction for humanities and STEM that support Grade 6 – 12 teachers with lesson planning, instruction, and curriculum alignment. During CSO classroom observations, the directors of curriculum and instruction described supporting teachers through coaching and feedback cycles. Interviewed school leaders described ongoing curriculum alignment during weekly faculty, department, and grade team meetings. Teachers in focus groups described digital folders available to all teaching staff that includes lesson plans, maps, assessments, and notes from planning and alignment meetings.
- **Indicator c:** The ECS renewal application lists differentiated curriculum materials for ELA and math, as well as professional development and coaching to support teachers in differentiation of materials. During the site visit, CSO members confirmed the use of differentiated materials and supports during teacher and leader focus groups, as well as during classroom observations. School leaders in a focus group noted extensive use of materials translated into Spanish and French Creole and reported that teachers create and modify curriculum resources to meet student needs, which includes enrichment as well as remediation. Teachers in a focus group also shared commonly used differentiated materials such as *Wilson Foundations* writing paper to support handwriting practice, exit tickets, *iReady* targeted practice, and the use of programs like *Raz-Kids* for differentiated texts. Interviewed teachers appreciated the availability of instructional resources but would like earlier access to facilitate planning.
- **Indicator d:** Focus groups with school leaders revealed ongoing review and revision to the curriculum. For example, elementary school leaders described piloting and then adopting new

literacy programs to better meet their students' needs. They noted that a curriculum committee, consisting of classroom teachers as well as special education and ENL staff, evaluates the curriculum before recommending the purchase of a program. School leaders also indicated that curriculum is discussed regularly during grade level and subject team meetings. In addition, the school's renewal application states that "At the end of the school year, a review of the curriculum is done with the literacy and math consultants to determine areas to revise." Teachers in a focus group described ample input into the curriculum decision-making process, including opportunities to review, pilot and discuss curriculum resources.

2. Element: **Instruction:**

- **Indicator a:** Focus groups with instructional leadership and teachers revealed frequent conversations about high quality instruction, with school leaders noting regular attendance at planning meetings, co-teaching support for new teachers, and a recent professional development session to reiterate their expectations. Instructional leaders described norming expectations for instruction via collaborative walkthroughs to look for high engagement, higher order questioning, increased student talk, and checks for understanding. According to the school's renewal application, ECS adheres to the workshop model of instruction, which is a focus at all grade levels and supported through instructional coaching and professional development. Instructional leaders also noted their ongoing focus on student centered learning and increasing amount of student dialogue in the classroom. Prior to the site visit, school leaders shared the framework for high quality lessons, which is based on a required common lesson plan template used by all teachers. This framework includes lesson standards, objectives, precise academic language, materials and/or media to be used, anticipatory set, mini-lesson, guided practice, modeling techniques, independent practice, differentiated instruction, and a formative assessment to check for students' understanding. Interviewed instructional leaders noted that they hold teachers accountable for instructional expectations by requiring weekly submission of lesson plans and providing actionable feedback. School leaders also noted the expected use of "do now" activities and exit tickets for evaluating student understanding and mastery of lesson objectives.
- **Indicator b:** The CSO site visit team observed classes where students were engaged and participating in learning activities. Classrooms were free from disruption and students demonstrated awareness of class rules and procedures. Most teachers had established routines that students had internalized, such as thumbs up when ready, use of timers, transitions between activities, etc. Interviewed instructional leaders and teachers noted the emphasis on using a high ratio of student-to-teacher talk, which was evident in observed lessons. For example, most classes utilized turn and talk strategies or small group activities facilitating collaborative learning. The CSO team noted an increase in student-centered learning in the middle and high schools as compared with observation notes from the ECS midterm visit. Most notable was the observed use of a "no nonsense nurturing" approach to increase engagement, accountability, and relationship building. As an example, high school teachers were observed establishing boundaries with compassion and holding all students to the same standards for engagement. Teachers and leaders in focus groups emphasized the school's commitment to building relationships with students to foster a safe learning environment and encourage student engagement. Several observed teachers were bilingual and used Spanish to engage students in academic subjects by translating instructions or questioning. Most instruction employed higher level questioning, appropriate pacing, and many teachers were observed using timers to maintain lesson flow.
- **Indicator c:** The school's renewal application describes a variety of instructional differentiation strategies, including using the workshop model, small group instruction, frequent checks for understanding, graphic organizers, visuals, rephrasing, personal writing checklists, sentence

starters, sentence frames, manipulatives, and personal number lines. Differentiated instruction was also evident in many of the lessons observed during the renewal visit. For example, instructional leaders pointed out intentional heterogeneous and homogenous grouping within classes to target student needs. In some classes, instructions were provided in multiple languages, including Spanish and French Creole.

- **Indicator d:** According to the school's renewal application, professional development topics include the mini-workshop model, restorative justice practices, differentiation, exit tickets, the science of reading, *i-Ready*, Kagan structures, and SEL best practices. School instructional leaders and teachers described ongoing professional development provided through instructional coaching cycles. Leadership in focus groups stated the school is working to provide differentiated professional development for teachers based on individual strengths and areas in need of improvement, and teachers in focus group conversations confirmed the use of data to determine professional development needs.

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

- **Indicator a:** ECS employs a variety of diagnostic, formative, and summative assessments, including *DIAL-4* to screen incoming kindergarten students, *i-Ready* diagnostics and standards mastery monitoring assessments, *Fountas and Pinnell* benchmark assessments administered three times per year to all students in K – Grade 6, curriculum-based assessments, and assessments built into online learning programs, such as *IXL* and *Castle Learning*. The renewal application also notes “*Edulastic* formative assessments are used in Grades 6 – 9.” and “Teacher-constructed formative assessments, such as do-now, exit tickets, rubrics, and self-assessments are utilized regularly.” State test preparation includes practice State exams for Grades 3 – 8 and *Castle Learning* for high school students taking Regents exams. School leaders said they intend to administer practice tests in January and February and offer afterschool test prep using digital resources.
- **Indicator b:** The renewal application indicates that *i-Ready* assessments and mock exam results provide the data primarily used to evaluate student performance and inform instructional decisions. This data is also used to recognize student achievement. *iReady* growth is used to determine students of the month, who are celebrated at family-attended assemblies. In focus groups, school leaders, student support staff, and teachers all noted the use of data to inform instructional planning, student grouping, and tiered intervention services. The principals and directors of curriculum and instruction at each building work closely to make certain that high-quality data analysis drives instruction, and they provide guidance, coaching, and training when needed to ensure teachers implement the curriculum with fidelity.
- **Indicator c:** According to the school's renewal application, “The leadership team analyzes and reports on the academic performance and progress of student cohorts on an aggregate and disaggregated basis, in comparison to the prior years' results, and against the results of the district, city, and State. This analysis supports evidence-based program evaluation, which informs decisions related to instruction, organizational structure, curriculum revisions, and resource allocation.” In focus group interviews, school leaders discussed the use of data trackers to monitor student growth, assess program effectiveness, and guide coaching and professional development initiatives. Interviewed high school leaders said that they had recently administered interim assessments and the results indicated the effectiveness of their teacher support efforts.
- **Indicator d:** The renewal application describes multiple types of assessments to evaluate student performance and growth, including standardized tests, curriculum-based assessments, and computer-based learning programs. Teachers and leaders in focus groups described the use of *EdVista* to create mock State exams used to assess students' progress toward mastery of State

learning standards. The results of these exams help to establish long term goals for students, including targeted support or participation in advanced placement courses.

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

- **Indicator a:** The renewal application states that the school “complies with Child Find responsibilities using its Child Study and Student Study Meetings” and “administers the NYSITELL for potential English language learners.” Child Study teams at each building level include the building principal, classroom teacher, ENL and special education teachers, and other support staff. Leadership focus groups confirmed the use of home language surveys, record reviews, and meetings with incoming families to identify students who should take the New York State Identification Test for English Language Learners (NYSITELL) to determine ENL needs and services. Teachers in focus group conversations described the school’s process for determining student referrals for special education services. The student support staff focus group also noted that ECS enrolls transfer students mid-year and contacts prior schools to retrieve their special education and ENL records.
- **Indicator b:** The school’s renewal application notes the school uses translanguaging and Sheltered Instruction Observation Protocol (SIOP) strategies to support ELL students. The CSO team noted that these approaches were evident during the renewal visit. For example, in most observed classrooms, labels and word walls were evident to support ELL students, and some classes provided lesson instructions and materials in multiple languages including Spanish and French Creole. In one observed class, the teacher’s verbal instructions were automatically translated into closed captioning on the digital board. In addition, ELL students are offered Saturday instructional sessions for further language support. The school utilizes multiple adults in many classrooms, which enhances opportunities for targeted student support. For example, the school’s renewal application indicates all kindergarten classes have two full-time certified teachers, and each Grade 1 – 12 classroom has a certified lead teacher with rotating support and specialist teachers. The renewal application also describes both push-in and pull-out intervention services, as well as services for SWD and ELL. During classroom observations, the CSO team observed teachers pushing into classrooms to support individual or groups of students and ELL students were observed being pulled out for instruction, as well. For departmentalized upper grades, the school’s schedule provides additional time for supplemental instruction. School leaders indicated that the last class period of the day is used for differentiated supports. Students performing below 70 percent in any class attend an extra help period, while students performing above 70 percent can participate in enrichment activities or meet with teachers for office hours. The student support team stated the school collaborates with special education teachers from the DOL to provide services such as speech therapy, physical therapy, and resource room for students with IEPs. Staff in the student support focus group also noted that mandated counseling for SWD is provided by the DOL. To support the social-emotional needs of students and their families, the school employs dedicated social workers and a school psychologist who meet with students individually and provide beneficial resources and educational workshops for families. An afterschool social club is available for students in kindergarten and Grade 1. ECS offers extended academic support to all students on Saturdays, after school, and during summer session. A transition to kindergarten program focuses on ELA and math skills for incoming kindergarten students. Additionally, pre-visit documents shared with the CSO highlighted a partnership with Molloy University to offer a free five-week Rising Star Summer Camp for ECS rising fifth grade students. This program was free and included transportation and assistance from certified ECS teachers.

- **Indicator c:** The ECS renewal application states that intentional scheduling provides teachers with two preparation periods each day, during which collaborative meetings take place with teachers and interventionists. Stated in the renewal application and confirmed during focus group conversations with teachers and support staff, the child study team and instructional support team regularly examine student data with teachers to assess student progress at the classroom and individual level.

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

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>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</p> <p>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</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>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</p>

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_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** ECS has a dedicated data and attendance office led by the director of data, attendance, and assessments. The student support focus group reported attention to absenteeism, including contact with the families to determine the reason for absences or tardies, the use of SchoolTool to track data, and regular reporting to school leaders and support staff. Interviewed support staff noted adjustments to the school schedule to address tardiness; in one case limiting core classes during the first period for a student with special circumstances. Parents or guardians of students with excessive absences are requested to meet with the school’s principal or assistant principal and complete an attendance intervention plan with the school’s support. These plans can involve providing resources to help with transportation or other items that can help improve the student’s attendance.
- **Indicator b:** Leadership focus groups indicated that ECS has implemented restorative justice practices to address behaviors that might lead to suspensions and revised its code of conduct accordingly. School leaders noted that as a K – Grade 12 school, ECS staff know their students well, which allows them to leverage their relationships with students and families during restorative justice sessions. According to the school’s renewal application, ECS eliminated the use of out-of-school suspensions in the 2023-2024 school year and instead hosts in-school suspensions at the superintendent’s office. The school’s renewal application describes, and school leadership conversations confirmed, the benefits of this system include consistent academic, social-emotional, and nutritional assistance. It is important to school leadership that students serving suspensions continue to receive free breakfast and lunch and feel included in the school community by wearing the uniform and following the school’s schedule. Leadership focus groups also revealed that the directors of curriculum and instruction and social workers coordinate the academic and social needs of suspended students and students receive daily counseling during their suspension.
- **Indicator c:** The renewal application describes multiple surveys administered to teachers, staff, and families throughout the year to measure and evaluate school climate and culture. Teachers in a focus group described the use of surveys to gauge teacher and family satisfaction following school events and professional development sessions. Additionally, middle and high school students in a focus group described satisfaction surveys administered at the end of each course. The school board and teachers in their respective focus groups described the board of trustees’ “listening sessions.” These sessions take place multiple times a year and allow the board to hear questions, comments, or concerns from individual stakeholder groups including teachers, support staff, custodial and kitchen staff, leadership, and families. In addition, the renewal application indicates that leaders evaluate school climate and culture via morning assemblies at each building, “Feedback Fridays” at the high school that solicit student input on the week’s curriculum and instruction, and frequent meetings with teachers and other staff.

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

- **Indicator a:** ECS has a written discipline policy and clear approach to behavioral management. At the middle and high school levels, each building has a dean who maintains a constant presence in the building. The CSO site visit team observed the deans in hallways and in classrooms interacting with students. The deans provide support for implementing the code of conduct with fidelity. Students in a focus group stated they are treated fairly when staff are addressing behavioral concerns. Student support and teacher focus groups reported that at the beginning of each year deans review the code of conduct and school culture policies, such as the dress code and phone policy, with both students and staff. The code of conduct is provided to families at the beginning of the year and is available on the school website. ECS employs a number of behavior management strategies across campuses, including volume level expectations and classroom norms created by each class and submitted to their respective principal. Moreover, teachers receive training on restorative justice practices, taking a proactive approach, and applying de-escalation strategies. During the site visit, the CSO team observed morning assemblies that also reinforced expectations. A Behavioral Management Committee was formed by teachers to focus on positive reinforcement with a goal of minimizing punitive responses. The renewal application notes that the committee has played a critical role in establishing systems and routines and upholding the implementation of the management system.
- **Indicator b:** The renewal application indicates that the school has a five-tier behavioral intervention approach to actionable offenses outlined within the ECS Code of Conduct. Teachers in a focus group stated they review the tiers with deans several times a year, including the actions and behaviors that may require interventions such as calm-down time, referral to a guidance counselor or administration, restorative circles, apology letters, conferences, family involvement, suspension, or in extremely rare circumstances expulsion. The renewal application also notes the use of restorative practices at each tier to return students to the learning environment. For example, staff in the student support focus group reported use of restorative conversations, meetings, and circles. They also mentioned that deans educate teachers regarding behaviors that should be managed within the classroom and those that require the use of external resources. Interviews with middle and high school students revealed that teachers frequently provide one-on-one assistance to help students address challenges and stay engaged in class.
- **Indicator c:** ECS currently operates in four buildings and, during the renewal visit, all buildings were secured with staffed entrances and clear admission procedures. Visitors were required to show identification and sign in. Observed public spaces in all buildings were calm, and transitions between classes were orderly. Monitors were posted in hallways in the upper grades. Parents interviewed in a focus group were uniform in their positive assessment of school safety, reporting that teachers cared for their children and gates and buildings were locked down if there was a safety concern in the community.
- **Indicator d:** According to the school's renewal application, the SEL curriculum covers topics such as diversity, inclusion, respect, bullying, and cyberbullying. Interviewed school leaders described ongoing SEL topics related to bullying and harassment and monthly themes, such as gratitude and kindness, that framed activities and assemblies. The assistant principal in each building serves as the Dignity for All Students Act (DASA) coordinator. Staff in the student support focus group noted the use of restorative meetings for conflict resolution and stated that all teachers receive DASA training. Furthermore, interviewed parents indicated that when bullying does occur, school leaders address the situation quickly. Finally, interviewed middle and high school students indicated that bullying is addressed in morning meetings and SEL classes focused on bullying during October for National Bullying Prevention Month.

- **Indicator e:** During both days of the renewal visit, observed classrooms and common areas in all buildings were orderly and students were generally engaged in learning activities. Observations at all levels of the school showed teachers had classroom routines in place that students had consistently internalized. For example, teachers effectively used a variety of strategies to quickly secure student attention when giving directions and move students within the classroom for transitions in learning activities (e.g., whole class lesson to groups or independent work).

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

- **Indicator a:** ECS engages families in myriad ways. During the renewal visit, the CSO team observed a morning assembly that included world language awards and presentations of student work. Families are regularly invited to assemblies, and over 50 family members attended this event. Presenters used both English and Spanish throughout the event. Teachers, support staff, and families in focus groups all confirmed the use of the Remind app to communicate with families daily in their preferred language. Bilingual teachers, staff members such as front desk receptionists or secretaries, and school social workers support colleagues with parent phone calls and translation services when needed. The renewal application indicates that families can access student grades, attendance records, and assessment results via SchoolTool, which interviewed middle and high school students indicated they can use to track assignments and grades. Parents interviewed in a focus group during the renewal visit described the use of the Remind app and Google Classroom to keep parents informed about student progress. At the lower grades students take home folders that contain information about learning and behavior. Parents also noted receiving test results and grade reports, as well as three parent-teacher conferences per year. Finally, parents reported that they appreciate the large number of bilingual staff employed by the school and noted how home languages are incorporated into school routines, such as daily recitation of the school pledge.
- **Indicator b:** The school holds various events to engage parents, including a back to school meet the teacher night, a bring your parent to physical education class event, three parent teacher conferences each year, cultural events, and award ceremonies. The school’s renewal application also notes that student agenda books are sent home to establish two-way communication between parents and teachers regarding assignments, progress, and behavior. The school has also hosted parent workshops with topics including internet safety, health and wellness, cooking and nutrition, homework assistance, tenant rights, grief and stress during COVID-19, unemployment benefits, citizenship and naturalization, domestic violence, and navigating family court. School leaders reported that school chefs have also conducted cooking classes for families. Moreover, the school’s new middle and high school building, which is currently under construction, will include a teaching kitchen for both student and family learning. Finally, the school’s board of trustees periodically hosts school-family partnership meetings to provide a forum for families.
- **Indicator c:** The parent focus group revealed high satisfaction with the school. Parents appreciated the extended day, high expectations for learning, emphasis on healthy eating, accessible teachers, and frequent communication. ECS administers an annual survey to families and monitors student retention to evaluate family satisfaction, according to the school’s renewal application. School leaders also obtain feedback via meetings and events with families and teacher interactions with their students’ families. As described above, families are invited to board “listening sessions,” which take place several times a year and allow families to voice questions, comments, or concerns freely. Finally, the school’s renewal application states “Students are surveyed throughout the year to gauge their satisfaction with the educational program, school culture, meal preferences, snack preferences, after school clubs and activities,

ideas for Carnival Day, and guest speaker interests for Career Day.” Students in their focus group confirmed this.

- **Indicator d:** The school’s renewal application notes a multi-tiered approach to addressing concerns and indicates that teachers or school leaders directly address most concerns. Interviewed parents described an open-door policy and felt empowered to speak their minds at events such as Parent-Teacher Association (PTA) meetings and parent-teacher conferences. ECS has a formal complaint and grievance policy that it shares with families. This policy was recently submitted to the CSO for revision approval and clearly describes the processes and rights for complainants. Finally, interviewed middle and high school students pointed to student government meetings with their respective principals that allow them to provide feedback and raise concerns.
- **Indicator e:** The school’s renewal application states that school-level academic data are shared at board meetings and school leaders facilitate at least annual informational sessions with the board members, families, and the community to review state assessment results and discuss any action plans. In addition, school leaders noted that schoolwide results are posted on the school website and shared with families via newsletters.
- **Indicator f:** According to the school’s renewal application and confirmed with school leaders during the site visit, participation rates for state assessments are shared at board meetings.

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

- **Indicator a:** ECS has robust social-emotional and mental health supports in place. The social-emotional program is detailed in the school’s renewal application. Each building has its own social worker and school nurse, and guidance counselors assist students in middle and high school. The school uses the *Harmony* and *Rethink Ed* curriculums to offer weekly SEL classes in K – Grade 4 and high school, while students in Grades 5 – 8 receive SEL classes twice a week. Teachers in a focus group described using additional resources from the SEL curriculums to address student needs as they arise. High school students also have access to the *Overcoming Obstacles* curriculum which focuses on life skills including effective communication, making informed decisions, and setting and achieving goals. Parents and teachers in focus groups stated that students in K – Grade 4 can participate in an afterschool social club that focuses on social-emotional health. Instructional leaders noted the recent adoption of no-nonsense nurturer strategies and described training for staff to implement the approach. The student support focus group also highlighted that the high school is establishing separate boys’ and girls’ groups to facilitate discussions on social-emotional and mental health challenges. Teachers noted that they collaborate to identify and address student needs. Moreover, a student Kindness Committee was created to distribute positive affirmations and spread kindness across the community and a community service club is facilitated by the social workers. In 2023, ECS partnered with the Derner Hempstead Child and Family Clinic to provide free counseling and mental health services. The Derner Clinic hosts parent workshops on concepts such as reflective parenting. Student support staff also noted a partnership with the Hispanic Counseling Center where they can refer students for additional counseling and homework help. The school partners with the DOL to provide mandated counseling.
- **Indicator b:** School leaders and staff noted a variety of student data related to social-emotional needs, including attendance, engagement, tardiness, academic performance changes, referrals, and behavioral infractions. The school’s renewal application notes that teachers collect data from the SEL curriculums activities to ensure the instruction is effective and students are benefitting from the programs. Student support staff described the use of SchoolTool to record staff notes on behavior and track conflicts and consequences.

- **Indicator c:** The Behavioral Management Committee was formed by ECS teachers to focus on positive reinforcement in alignment with the school culture and climate with the goal of minimizing punitive responses, according to the school’s renewal application. The committee tracks incidents of behavioral infractions and provides data to inform conversations and decision-making related to the efficiency of the systems in place used to monitor students’ behavior. Similarly, the student support focus group reported how behavior data highlighted the need for fully implemented positive behavioral intervention and supports (PBIS). The school superintendent is responsible for monitoring and reporting on the effectiveness of the bullying prevention efforts.
- **Indicator d:** The school’s renewal application describes professional development related to social-emotional and mental health and states that school leaders and staff received professional development for culturally responsive education. Staff were also trained directly by leadership of the Derner Clinic on proactive approaches for monitoring student behavior and generating referrals to social workers for student counseling. There are also school-based professional development sessions dedicated to diversity and inclusivity, social and emotional learning, culturally responsive teaching for ELLs, and restorative justice practices.
- **Indicator e:** The school’s renewal application indicates and student support staff in focus groups confirmed that the director of special education serves as the McKinney-Vento coordinator and works collaboratively with social workers and counselors to support students and families. Staff jointly investigate cases and provide families with the resources needed to prevent a disruption in student education. The student support focus group noted how strong relationships between the school social workers and families facilitate identification of needs and connections to services.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

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

Financial Condition

Evergreen 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. A score between 1.00 and 1.40 is considered adequate. Evergreen Charter School’s 2023-2024 composite score is 2.28.

**Composite Scores
2019-2020 to 2023-2024**

Year	Composite Score
2019-2020	2.43
2020-2021	2.55
2021-2022	3.00
2022-2023	2.11
2023-2024	2.28

The school is subject to ASC 842 lease accounting principles effective FY23 due to entering into long-term operating leases. Due to the relatively small size of the leases, there is no substantial fiscal impact. The school issued a bond for approximately \$75 million with semiannual payments due through 2057. Legal proceedings were noted in the financial statements, however no opinion on fiscal impact was provided.

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “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 Evergreen Charter School’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” at the last renewal to “Meets” due to extensive strategic planning, professional development focused on K – Grade 12 instruction and school management, and improved compliance with laws, regulations, and the school’s charter.

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

- **Indicator a:** The school’s renewal application states, and board members in a focus group confirmed, the board utilizes an annual self-assessment that allows each trustee to assess their individual performance and that of the full board. The board utilizes this self-assessment during

board conversations and goal setting. School leaders shared the school administrator evaluation tool prior to the site visit. The board evaluates school leaders using this tool, which includes criteria from the CSO Performance Framework embedded in the Danielson Framework Evaluation Instrument. According to the school’s renewal application, “The Board also reviews the annual report, annual audit, memos from the NYSED Charter School Office, and other pertinent documents to ensure accurate, non-biased reflections on ECS’ full operational performance.”

- **Indicator b:** During the board focus group, members noted that the board is made up of mostly founding members. According to the school’s renewal application, two board members left during this charter period, but the remaining six members have been on the board for at least four terms. Interviewed board members indicated that they are currently focused on construction of the new school building and plan to recruit additional board members once that task is complete.
- **Indicator c:** The school’s renewal application states that in addition to monthly board meetings, the board uses committees to further its governance oversight responsibilities. Committees include an Executive Committee, Finance Committee, Education and Accountability Committee, and Personnel Committee. Each board member is expected to sit on at least one committee. School leadership reports to the board at monthly meetings, and board members during a focus group confirmed the board looks at significant financial data and reviews academic and operational data in detail. The school’s renewal application stated, and board members and teachers in the focus groups further described, multiple strategies for soliciting feedback from stakeholders. The board welcomes input and hosts a dinner at the beginning and end of each school year. They hold “listening sessions” several times a year with instructional and non-instructional staff to discuss needs, priorities, and gather feedback. These are skip-level meetings taking place between staff members and the board without the administrative team present to allow for an honest and free-flowing dialogue. The board members are active members of the school community. During the site visit, the CSO team observed board members in meaningful and familiar interactions with staff and families at the school.
- **Indicator d:** The school submitted a detailed strategic plan, and ample evidence of strategic planning was noted in both the school’s renewal application and focus group interviews. The strategic plan is organized around the CSO Performance Framework benchmarks and includes specific strategies, measures, outcomes, and timelines. According to the school’s renewal application and further described by board members in a focus group, the board sets and monitors annual priorities and goals, and interviewed board members described their current main priorities as enhancing academic achievement, strengthening the middle and high school programs, and facility construction. School leaders described the board’s focus on stabilizing the leadership team and improving academic achievement. The ECS Board of Trustees has also focused this term on finalizing the ECS expansion into a full K – 12 enrollment configuration, which has included a major emphasis on keeping construction work on track. Other priorities include proactively conducting outreach to and recruiting English language learners.
- **Indicator e:** The school’s renewal application indicates “The board of trustees reviewed the school’s policies over the course of this charter term, soliciting input from the administrators, staff, and families to help develop and consider recommendations. To ensure legal compliance, the trustees collaborated with legal counsel, with a particular emphasis on maintaining alignment with all applicable State and federal laws and regulations.” The school submitted and received approval from the CSO for revisions to its complaint policy, admissions and enrollment policy, organizational chart, and code of conduct.
- **Indicator f:** Interviewed board members noted attendance at the National Charter School Conference, which they described as beneficial. The school’s renewal application reports, “The trustees have utilized resources such as the NY-RISE virtual workshops, Colorado League of

Charter Schools and Charter Board Partners’ webinar on the board’s role in oversight, and the National Charter School Resource Center’s webinar for allocating resources to support student and school needs.”

- **Indicator g:** During board focus group conversations, the board described awareness of its governance role and legal obligations. The board described its active role in governance and responsiveness to stakeholder concerns. An example of this responsiveness was its willingness to take action to remove ineffective staff or administration when issues were brought to their attention and investigated. The board also responded to family concerns voiced during “listening sessions” about school closures during professional development days. The school’s renewal application states and board members in a focus group confirmed the board is vigilant regarding trustees affiliated with Circulo de la Hispanidad, recognizing the importance of ensuring the trustees are impartial in aspects such as facilities negotiations. Outside legal counsel is consulted when appropriate to ensure all potential and/or perceived conflicts are addressed in accordance with legal and best practices, and leases are reviewed carefully by counsel to ensure objectivity and the efficient use of public funds. Stated in the renewal application and confirmed by the CSO liaison, the school’s leadership and board review communications from NYSED and communicate regularly with the CSO.
- **Indicator h:** The school’s renewal application indicates familiarity with the NYSED Charter School Performance Framework standards. It provides multiple examples of organizing the board’s work in alignment with the framework standards, including financial reporting, leadership evaluation, and board meetings. For example, board minutes indicate reporting organized around the benchmarks. The board also monitors feedback and reports from the CSO framed around the performance standards.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Element

Indicators

3. *Contractual Relationships (if applicable)*

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** ECS is led by a superintendent who, along with the director of finance and operations, reports directly to the board. The superintendent oversees the academic, instructional, and food services staff, while the director of finance and operations supervises financial management, operations, and facilities. The instructional leadership team comprises the superintendent and building leaders, including the principal and vice principal for the K – Grade 1, Grades 2 – 4, Grades 5 -8, and high school levels. Additionally, the team includes instructional coaches for elementary grades and directors of curriculum and instruction for humanities and STEM, who serve the middle and high school. The school also employs K – Grade 12 directors who oversee various departments including athletics; pupil personnel services; world languages; health services; data, attendance, and assessment; food services; special education; and ENL; as well as lunch and recess aides.
- **Indicator b:** Focus groups with school leaders and staff indicated regular use of in-person meetings and communication tools to coordinate the work of the school across four buildings. For instance, building leaders meet with each other weekly to align programs and culture across campuses. According to the renewal application and confirmed in leadership and teacher focus groups, communication among staff occurs during grade level and subject team meetings that help keep teaching and learning routines aligned with the current priorities and goals. Teachers also described the valuable role of lead teachers as a first contact for teachers with questions or concerns. Additionally, the principals hold regular meetings to collectively plan and ensure priorities, goals, and strategies are aligned across all school buildings. The school utilizes surveys to inform decision-making by school leadership and committees.
- **Indicator c:** The renewal application indicates open positions are widely advertised and the school leverages professional connections to find candidates. School leaders stated the use of the Online Application System for K-12 Education (OLAS) platform has made it easier to find applicants. Interviews and demonstration lessons are part of the hiring process. The renewal application also noted the use of bonuses to improve retention. In addition, the school considers its culture of collaboration and communication critical to staff retention, along with opportunities for staff input. The school removes ineffective teachers when warranted.
- **Indicator d:** School leadership is familiar with NYSED Charter School Performance Framework standards as demonstrated by an ongoing collection of data and reporting organized around the performance framework benchmarks. For example, the renewal application notes and the board in focus group conversation stated that reports delivered to the board by school leadership are aligned with the benchmarks to ensure standards are met. In addition, leadership evaluations are aligned with the Performance Framework benchmarks.

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

- **Indicator a:** The school has clearly defined roles and responsibilities with defined lines of supervision and accountability. These roles are illustrated in the revised organizational chart which was submitted and received approval from the CSO. ECS operates with an executive team that works closely with building leadership teams. The school has created and filled two new positions for directors of curriculum and instruction for humanities and STEM who support teachers in Grades 6 – 12 across two sites. Interviewed leaders and teachers both noted the immediate value of these new director roles in supporting professional development and vertical alignment of curriculum and instruction.
- **Indicator b:** ECS has a large and experienced instructional leadership team that provides ample professional development and support to its faculty. During the site visit the CSO team debriefed with instructional leaders following classroom observations. The instructional leaders are knowledgeable of best practices and provide actionable feedback for teachers regularly. Teachers in a focus group expressed appreciation for this support. The school provides formal professional development sessions for two weeks before the start of the school year, as well as throughout the school year. Instructional leaders and department coordinators facilitate many of these sessions. The renewal report states and student support staff in a focus group confirmed the director of special education also facilitates professional development on topics related to diverse learning. Additionally, the school employs external trainers such as the Danielson Group to familiarize teachers with the Danielson Framework for Teaching and Curriculum Associates representatives to support implementation of i-Ready resources. While school leaders said they are moving toward more differentiated formal trainings, they also tailor teacher support, including regular feedback on lesson plans, modeling, informal observations, and one-on-one coaching meetings. Finally, school leader and teacher focus groups and the renewal application all noted the important role of grade team leaders.
- **Indicator c:** ECS has experienced some teacher turnover. School leaders and teachers indicated that science, Spanish, special education, and ENL are the hardest positions to fill and that teachers often leave for job opportunities with shorter commutes. At the time of the renewal visit, school leaders indicated the following vacancies in the elementary and middle school programs: a Spanish teacher, director of world languages, math interventionist, and a permanent substitute. School leaders are also trying to add another special education teacher at the middle school. The high school is fully staffed. They noted that posting jobs on OLAS this year has been a valuable resource for identifying candidates. The school has developed an agreement with a local college resulting in special tuition rates and opportunities for teachers to expand their credentials.
- **Indicator d:** Teachers, support staff, and leadership in focus groups described a variety of meetings built into the schedule to accommodate collaboration among teachers, including department and team meetings, data meetings, subject area meetings, lead teacher meetings, grade-level meetings, and planning periods. According to the school’s renewal application and confirmed during teacher focus group conversations, ECS has scheduled time for teachers to prepare, collaborate, and co-plan lessons. The student support team focus group revealed that special education and ENL teachers participate in planning meetings with classroom teachers and have access and opportunities to modify lesson plans. In addition, staff collaborate to review student data. Finally, all staff focus groups indicated constant communication among teachers, student support staff, and leadership with regard to student performance and concerns.
- **Indicator e:** ECS has a formal teacher evaluation system in place, and interviewed school leaders described using collaborative walkthroughs to norm their expectations for high quality instruction, including looking for high student engagement, higher order questioning, increased student talk, and checks for understanding. The school uses the Danielson Framework for Teaching as the basis for teacher evaluation. The process entails both formal and informal

observations, review of performance data, and formal feedback twice per year. School leaders reported that last year they conducted 560 observations, and the school intends to adopt TeachBoost as its new observation platform in January 2025. School leaders also reported that teachers not meeting expectations receive additional support through observations, coaching and feedback.

- **Indicator f:** According to the school’s renewal application, feedback is welcomed through a variety of channels, such as small and large group meetings, department and grade level team sessions, consultant meetings, observation meetings, lead teacher and mentor meetings, and the use of committees. Interviewed teachers described an open-door policy with school leaders. ECS administers surveys to allow teachers and staff to share input on professional development, school activities, and curriculum. Review of sample survey instruments and responses indicate that leadership solicits staff opinions and ideas and receives candid feedback.

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

- **Indicator a:** Not applicable
- **Indicator b:** Not applicable

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<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 this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** Focus groups with school staff, students, leaders, and families all demonstrated a shared commitment to the school’s mission, namely academic excellence as well as physical and social-emotional development. The CSO team observed morning assemblies that start with a recitation of the school pledge and school promise, which directly align to the mission and KDE. The CSO team observed elements of the school’s mission and KDE in day-to-day operations, classrooms, and curriculum, as well as in the design and construction of the new school facility.
- **Indicator b:** ECS has fully implemented its KDE:
 - **Second language instruction:** This KDE is fully implemented. The school’s renewal application indicates “All Students receive daily Spanish instruction, which is explicitly designed to meet the learning needs of students who are heritage speakers and those learning Spanish as a second language.” Board members interviewed stated that the language offerings have expanded to include an after-school Mandarin club for students in Grades 3 – 4 and French as an additional language elective for high school students. During the site visit, the CSO team observed a Spanish language awards ceremony, as well as instructional strategies and resources in classrooms devoted to language learning.
 - **Integration of ecology:** This KDE is fully implemented. During the site visit the CSO team observed morning assemblies that incorporated the daily pledge and promise, which aligned with this element and highlighted environmental learning and the conservation of resources. School leaders described the integration of ecology topics into the curriculum, including science and health classes, and ecology-related community service projects at the high school level. The renewal application also describes a number of green initiatives, including water and energy conservation, air quality improvements, recycling and compost programs, and art projects. The ECS facilities are designed to reduce energy consumption and environmental impact, modeling for students how to be stewards of the planet and its resources. School leaders interviewed shared that they received a \$10,000 grant from the Green Our Planet HydroConnect Program, which facilitated the installation of nineteen hydroponic systems in classrooms and offices within the K – Grade 1 building. The grant also provided a commercial

- hydroponic unit with a capacity for 206 plants, along with access to the Green Our Planet portal, offering curriculum and resources. During the site visit, the CSO team observed the systems in operation and the hydroponically grown produce. Additionally, the school was awarded a separate grant to develop an outdoor garden. The harvested crops from these initiatives have been used in the school's meals and shared with families.
- **Healthy life choices within a child-centered, environmentally friendly school:** This KDE is fully implemented. According to the renewal application, ECS is recognized as an Independent School Food Authority, and its chefs and food service program are integral parts of the school community. The CSO team observed nutrition facts, tips, and videos incorporated into daily morning assemblies to promote healthy eating habits. At one observed assembly the nutrition tip of the day taught students that “protein = energy” and tied this lesson to turkey burgers on the lunch menu. The renewal application describes special activities, such as healthy eating workshops for families, held throughout the year in collaboration with the school chef to expose children to new foods and develop good eating habits. The school is also partnering with Island Harvest of Long Island to deliver weekly packs of nutritional food to low-income students and their families. ECS has a Wellness Committee that monitors the school's initiatives. In addition to healthy eating initiatives, as evidenced through school-provided site visit documents and the renewal application, ECS offers students enriched arts programming, physical health and wellness programs, as well as sports teams. Finally, the school is in the process of constructing a new building for its middle and high school programs. The building, with planned completion in February 2025, has been designed with input from stakeholders. During the site visit the CSO team toured the building construction, which highlighted areas designed with input from ECS students, faculty, and kitchen staff. The building will incorporate outdoor spaces and welcoming areas for students, staff, and families. As described in the renewal application and discussed with board members during the site visit, ECS is seeking Platinum Certification from the U.S. Green Building Council for its Leadership in Environment and Energy Design (LEED) facility.
 - **Integration of Hispanic culture and respect for diverse cultures:** This KDE is fully implemented. Hispanic culture is woven into the ECS educational program and celebrated through display of bilingual student work, art projects, cooking experiences, assemblies, cultural studies, music study, and field trips. During the renewal visit, the K – Grade 1 classes held a world language award ceremony. This assembly was conducted in both Spanish and English and was well attended by families. The school also celebrates Hispanic heritage month. In addition, numerous faculty and staff members are bilingual and were observed speaking to students in their home languages.
 - **Utilizing the workshop model of instruction:** This KDE is fully implemented. As detailed in Benchmark 2, the school is employing the workshop model throughout the school. School leaders and faculty described instructional support and professional development for implementing this approach, which was evident in both reviewed lesson plans and observed classrooms.

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 this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to the under enrollment of the ELL subgroup compared to the DOL.

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

- **Indicator a:** According to 2023-2024 enrollment data, ECS enrolls 99 percent of its contracted enrollment, is equal to the DOL in enrollment of SWD, and +16 percentage points above the DOL in its enrollment of ED students.

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

- **Indicator a:** According to 2023-2024 enrollment data, ECS enrolls -10 percentage points fewer ELL than the DOL. This is an improvement from -12 percentage points below the DOL in the 2022-2023 school year.
- **Indicator b:** As described in the renewal application and discussed during board and leadership focus groups, ECS has a comprehensive approach to student recruitment, including partnerships with local community and religious-based institutions and organizations, advertising with community newspapers, posting information on the school’s website, posting flyers, distributing information in the community, and partnering with Roosevelt Charter School in K – Grade 8 for a collaborative open house to share information on ECS’s high school program. School staff

highlighted the comprehensive programs, dedicated staff, and support services available for at-risk students, including SWD and ELL, all of which contribute to improved student retention for these subgroups. The renewal application reports, “Students with IEPs and 504s are provided a supportive learning environment at Evergreen, receiving services on-site, provided by personnel from each student’s home district under the oversight of the special education teachers in each building.” ECS employs bilingual staff and supports ELL students with multiple home languages.

- **Indicator c:** The board monitors enrollment with a monthly report from the school’s director of finance and operations. The renewal report describes ongoing oversight of recruitment and enrollment by school leaders, including identifying trends and informing the work of the admissions team to ensure a diverse student population. Similarly, the leadership team evaluates implementation and outcomes of the school’s intervention and support programs.

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 this charter term, the trajectory for the benchmark has improved from “Falls Far Below” at the 2021 renewal, to “Approaches” at the 2024 midterm, to “Meets”, due to improvements in compliance with regard to submitted revision requests, fingerprinting, and certification requirements.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter. The renewal application describes regular review of policies and practices with input from legal counsel and financial experts. The school’s website has compliance-related postings including annual reports, school safety plan, code of conduct, discipline policy, FOIL policy, statement on systemic racism, NYSED Parent Dashboard, and NYS ESSA-Funded Programs Complaint Procedures, among others.
- **Indicator b:** A Notice of Deficiency and request for a Corrective Action Plan was issued by NYSED in 2021 related to the frequency of board meetings. In December 2022, NYSED issued a Notice of Satisfactory Response to the Corrective Action Plan for this compliance issue. Also, during the last renewal, the CSO raised an issue with the school’s reporting and use of properties that it owns

and leases. This has been remedied in formal revisions, which have been properly submitted to the CSO and approved and noted within Annual Reports, as required. At the time of the midterm visit, ECS had two employees for whom the CSO could not verify fingerprint clearance. Because of errors in the 2023-2024 Staff Roster one unverified staff member was listed but not employed during the reporting period. There is also one staff member no longer employed at Evergreen, but for whom clearance during employment could not be verified. The school is now in compliance with fingerprint clearance for all current employees.

- **Indicator c:** Reporting errors in the 2023-2024 Staff Roster resulted in the data indicating 33 teachers were uncertified; however, after further review it was determined that seven staff members were misidentified as teachers. The CSO received proof of certification for three employees and seven of those listed have not been employed at Evergreen beginning in the 2024-2025 school year. At the time of the renewal visit, the school leader indicated that ECS currently has 16 uncertified teachers, one more than allowed by statute. The school reported this teacher has applied for and is awaiting certification. This improvement from 19 uncertified teachers at the time of the midterm visit is a result of the plan implemented by school leaders to closely monitor teacher certification for new hires and support current teachers pursuing certification.
- **Indicator d:** During this term, ECS gained approval for multiple revisions regarding the acquisition of several properties in Hempstead to accommodate the school's growth and operation of the secondary school, as well as an enrollment increase, and changes to the school's organizational chart, code of conduct, enrollment and admissions policy, and complaint policy.
- **Indicator e:** The school receives substantially more applications than it has seats and maintains a robust waiting list for open seats.
- **Indicator f:** School leaders and the school renewal application describe the use of external legal counsel for a variety of purposes, including updating policies and delivering special education services.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EVERGREEN CHARTER SCHOOL

BEDS Code

280201860947

2023-2024 Enrollment

1,088

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:	HEMPSTEAD UFSD
Total Public School Enrollment of Resident Students attending Charter Schools:	35%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	605 PENINSULA BLVD, HEMPSTEAD, NY, 11550
Website:	https://ecsl.org
RIC:	NASSAU
Regents Region:	LONG ISLAND
Regent:	Roger Tilles
Active Date:	7/1/2009
Authorizer:	REGENTS
CEO:	DR. ELENA LITESCU
CEO Phone:	516-226-8680
CEO Email:	elitescu@ecsl.org
BOT President:	MR. GIL BERNARDINO
BOT President Phone:	516-431-1135
BOT President Email:	gbernardino@cdlh.org
Institution ID:	80000063984

*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:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Midterm
2024-2025	Renewal

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School
EVERGREEN 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%

Evergreen CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	50%	50%	33%	50%	49%	24%	34%	49%
2018-2019	55%	52%	43%	55%	47%	19%	33%	46%
2021-2022	74%	38%	62%	75%	30%	8%	11%	30%
2022-2023	55%	35%	46%	54%	48%	23%	44%	46%
2023-2024	57%	36%	52%	54%	48%	44%	44%	46%

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

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 Evergreen CS and Hempstead UFSD



*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				
		Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential	Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential	Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential
All Students	2018	41%	25%	+16	45%	-4	51%	24%	+27	47%	+4	83%	77%	+6	89%	-6
	2019	49%	26%	+23	46%	+3	46%	26%	+20	47%	-1	69%	56%	+13	77%	-8
	2022	56%	27%	+29	47%	+9	36%	16%	+20	39%	-3	77%	58%	+19	69%	+8
	2023	45%	26%	+19	48%	-3	43%	24%	+19	51%	-8	29%	0%	+29	48%	-19
	2024	42%	26%	+16	47%	-5	43%	28%	+15	52%	-9	13%	15%	-2	35%	-22
SWD	2018	32%	7%	+25	17%	15	22%	10%	+12	19%	+3	.	.	.	.	.
	2019	26%	12%	+14	15%	+11	19%	12%	+7	18%	+1	64%	43%	+21	53%	+11
	2022	28%	15%	+13	16%	12	17%	7%	+10	14%	+3	67%	59%	+8	46%	+21
	2023	17%	9%	+8	19%	-2	19%	9%	+10	23%	-4	20%	0%	+20	24%	-4
	2024	16%	10%	+6	18%	-2	33%	12%	+21	25%	+8	22%	11%	+11	15%	+7
ELL	2018	25%	14%	+11	25%	0	42%	15%	+27	30%	+12	88%	68%	+20	75%	+13
	2019	34%	14%	+20	25%	+9	34%	16%	+18	31%	+3	74%	44%	+30	58%	+16
	2022	44%	16%	+28	29%	15	26%	11%	+15	25%	+1	68%	51%	+17	50%	+18
	2023	33%	17%	+16	29%	+4	36%	19%	+17	34%	2	31%	0%	+31	22%	+9
	2024	32%	17%	+15	26%	+6	37%	22%	+15	37%	0	4%	9%	-5	20%	-16
ED	2018	41%	24%	+17	35%	+6	51%	24%	+27	35%	+16	85%	76%	+9	84%	+1
	2019	49%	27%	+22	36%	+13	46%	26%	+20	37%	+9	68%	58%	+10	68%	0
	2022	57%	28%	+29	37%	+20	37%	17%	+20	28%	+9	82%	62%	+20	59%	+23
	2023	43%	27%	+16	38%	+5	40%	25%	+15	40%	0	26%	0%	+26	40%	-14
	2024	40%	28%	+12	37%	+3	41%	30%	+11	42%	-1	12%	14%	-2	26%	-14

*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					Math					Science				
		Evergreen CS	Hempstead UFSD	Differentia I to District	NYS	Differentia I to NYS	Evergreen CS	Hempstead UFSD	Differentia I to District	NYS	Differentia I to NYS	Evergreen CS	Hempstead UFSD	Differentia I to District	NYS	Differentia I to NYS
Grade 3	2018	34%	29%	+5	51%	-17	64%	33%	+31	54%	+10	.	.	.	.	.
	2019	72%	34%	+38	52%	+20	64%	36%	+28	55%	+9	.	.	.	.	.
	2022	65%	21%	+44	46%	19	47%	29%	+18	48%	-1	.	.	.	.	.
	2023	35%	24%	+11	45%	-10	43%	30%	+13	54%	-11	.	.	.	.	.
	2024	25%	19%	+6	43%	-18	48%	30%	+18	54%	-6	.	.	.	.	.
Grade 4	2018	42%	30%	+12	48%	-6	53%	26%	+27	48%	+5	83%	77%	+6	89%	-6
	2019	50%	31%	+19	48%	+2	52%	31%	+21	51%	+1	92%	73%	+19	86%	+6
	2022	58%	27%	+31	42%	16	50%	22%	+28	43%	+7	91%	58%	+33	80%	+11
	2023	68%	23%	+45	49%	+19	62%	30%	+32	54%	+8	.	.	.	.	.
	2024	52%	29%	+23	47%	+5	63%	31%	+32	58%	+5	.	.	.	.	.
Grade 5	2018	33%	24%	+9	37%	-4	49%	30%	+19	44%	+5	.	.	.	.	.
	2019	21%	25%	-4	38%	-17	47%	28%	+19	46%	+1	.	.	.	.	.
	2022	37%	19%	+18	38%	-1	26%	11%	+15	37%	-11	.	.	.	.	.
	2023	57%	34%	+23	45%	+12	54%	24%	+30	50%	+4	.	.	.	.	.
	2024	51%	25%	+26	44%	+7	51%	25%	+26	49%	+2	15%	15%	0	35%	-20
Grade 6	2018	42%	21%	+21	49%	-7	49%	11%	+38	44%	+5	.	.	.	.	.
	2019	28%	23%	+5	47%	-19	42%	15%	+27	47%	-5	.	.	.	.	.
	2022	78%	39%	+39	57%	21	46%	14%	+32	39%	+7	.	.	.	.	.
	2023	30%	25%	+5	46%	-16	19%	23%	-4	48%	-29	.	.	.	.	.
	2024	40%	33%	+7	44%	-4	19%	32%	-13	51%	-32	.	.	.	.	.
Grade 7	2018	54%	16%	+38	40%	14	40%	14%	+26	42%	-2	.	.	.	.	.
	2019	54%	14%	+40	40%	+14	35%	13%	+22	44%	-9	.	.	.	.	.
	2022	56%	22%	+34	48%	8	25%	9%	+16	36%	-11	.	.	.	.	.
	2023	44%	16%	+28	48%	-4	44%	13%	+31	52%	-8	.	.	.	.	.
	2024	35%	26%	+9	50%	-15	20%	24%	-4	57%	-37	.	.	.	.	.
Grade 8	2019	66%	26%	+40	48%	18	34%	.	+34	34%	0	92%	63%	+29	144%	-52
	2022	48%	32%	+16	50%	-2	.	.	.	.	.	.	.	.	.	.
	2023	41%	34%	+7	56%	-15	.	.	.	.	.	.	.	.	.	.
	2024	61%	25%	+36	52%	+9	.	.	.	.	.	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

EVERGREEN CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS
Algebra I	2023-2024	35	34%	53%	-19	.	.	.	.	12	33%	34%	-1	30	40%	44%	-4
Algebra I (Common Core)	2019-2020	9	100%	100%	0	.	.	.	.	.	.	.	.	6	100%	100%	0
	2020-2021	37	62%	97%	-35	.	.	.	.	15	40%	98%	-58	27	56%	97%	-41
	2021-2022	69	74%	63%	+11	10	80%	42%	+38	27	67%	46%	+21	55	69%	56%	+13
	2022-2023	58	74%	57%	+17	.	.	.	.	20	50%	40%	+10	51	73%	50%	+23
Algebra II (Common Core)	2021-2022	8	100%	68%	+32	.	.	.	.	.	.	.	.	6	100%	54%	+46
	2022-2023	8	63%	64%	-1	.	.	.	.	.	.	.	.	5	60%	48%	+12
	2023-2024	13	85%	74%	+11	.	.	.	.	.	.	.	.	11	91%	61%	+30
English Language Arts (Common)	2022-2023	41	56%	77%	-21	.	.	.	.	17	35%	40%	-5	34	50%	69%	-19
	2023-2024	49	65%	78%	-13	9	67%	57%	+10	21	38%	42%	-4	42	67%	71%	-4
Geometry (Common Core)	2020-2021	6	100%	100%	0	.	.	.	.	.	.	.	.	.	.	.	.
	2021-2022	31	29%	57%	-28	.	.	.	.	13	8%	33%	-25	24	25%	44%	-19
	2022-2023	54	19%	53%	-34	9	11%	23%	-12	19	11%	25%	-14	45	20%	39%	-19
	2023-2024	39	18%	57%	-39	.	.	.	.	10	20%	30%	-10	32	16%	43%	-27
Global History	2021-2022	46	72%	81%	-9	.	.	.	.	17	47%	63%	-16	36	69%	74%	-5
	2022-2023	57	49%	74%	-25	11	36%	44%	-8	20	25%	48%	-23	49	47%	64%	-17
	2023-2024	53	57%	77%	-20	.	.	.	.	15	20%	54%	-34	40	60%	68%	-8
Living Environment	2020-2021	21	95%	98%	-3	.	.	.	.	.	.	.	.	13	100%	98%	+2
	2021-2022	73	45%	76%	-31	12	25%	53%	-28	31	26%	51%	-25	58	45%	67%	-22
	2022-2023	123	39%	66%	-27	10	20%	36%	-16	32	22%	36%	-14	100	37%	55%	-18
	2023-2024	53	38%	62%	-24	.	.	.	.	10	.	32%	-32	43	42%	51%	-9
Physical Setting / Chemistry	2021-2022	17	18%	62%	-44	.	.	.	.	.	.	.	.	11	9%	49%	-40
	2022-2023	14	14%	65%	-51	.	.	.	.	.	.	.	.	11	18%	50%	-32
Physical Setting / Earth Science	2019-2020	20	100%	100%	0	.	.	.	.	.	.	.	.	13	100%	100%	0
	2020-2021	50	90%	98%	-8	.	.	.	.	13	92%	99%	-7	36	89%	98%	-9
	2021-2022	34	79%	65%	+14	.	.	.	.	.	.	.	.	27	78%	52%	+26
	2022-2023	29	55%	60%	-5	8	63%	37%	+26	10	40%	31%	+9	24	63%	49%	+14
	2023-2024	79	18%	62%	-44	7	.	39%	-39	26	.	35%	-35	69	19%	51%	-32
US History and Government	2022-2023	32	41%	82%	-41	.	.	.	.	15	20%	60%	-40	26	35%	74%	-39
	2023-2024	14	50%	79%	-29	.	.	.	.	7	14%	57%	-43	12	58%	71%	-13

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

EVERGREEN CHARTER SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				ELL				ED			
		Charter Total Cohort	Evergreen CS	NYS	Differential to NYS	Charter Total Cohort	Evergreen CS	NYS	Differential to NYS	Charter Total Cohort	Evergreen CS	NYS	Differential to NYS
ELA	2020	42	50%	80%	-30	16	25%	44%	-19	36	44%	74%	-30
Global History	2020	42	60%	74%	-14	16	38%	42%	-4	36	58%	65%	-7
Math	2020	42	81%	84%	-3	16	81%	62%	+19	36	81%	79%	+2
Science	2020	42	86%	87%	-1	16	81%	60%	+21	36	83%	83%	0
US History	2020	42	26%	74%	-48	16	6%	48%	-42	36	22%	66%	-44

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

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

High School Graduation Rates by Cohort

		All Students				ELL				ED			
		Charter Total Cohort	Evergreen CS	NYS	Differential to NYS	Charter Total Cohort	Evergreen CS	NYS	Differential to NYS	Charter Total Cohort	Evergreen CS	NYS	Differential to NYS
2020 Cohort	4 Year	42	64%	86%	-22	16	38%	64%	-26	36	58%	81%	-23

*See NOTES (2) and (3).

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

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

Evergreen CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2020	46	31	67%	.	.	.	20	10	50%	38	24	63%
2021	47	29	62%	7	5	71%	18	7	39%	36	22	61%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EVERGREEN CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Evergreen CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	600	592	99%
2020-2021	725	699	96%
2021-2022	850	825	97%
2022-2023	975	966	99%
2023-2024	1100	1088	99%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2019-2020	9%	11%	-2	43%	49%	-6	84%	69%	+15
2020-2021	11%	10%	+1	42%	48%	-6	87%	76%	+11
2021-2022	11%	11%	0	42%	52%	-10	83%	74%	+9
2022-2023	12%	11%	+1	42%	54%	-12	84%	68%	+16
2023-2024	11%	11%	0	43%	53%	-10	86%	70%	+16

*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		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2019-2020	87%	84%	+3	85%	88%	-3	89%	87%	+2	87%	91%	-4
2020-2021	91%	85%	+6	94%	87%	+7	92%	84%	+8	91%	88%	+3
2021-2022	87%	81%	+6	85%	86%	-1	89%	83%	+6	88%	85%	+3
2022-2023	91%	80%	+11	91%	83%	+8	93%	81%	+12	92%	84%	+8
2023-2024	89%	84%	+5	86%	86%	0	91%	82%	+9	89%	88%	+1

*See NOTES (2) and (6).

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.*

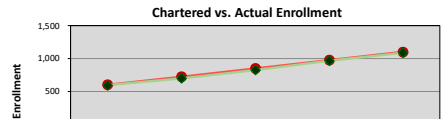


Charter School Fiscal Accountability Summary

EVERGREEN CHARTER SCHOOL

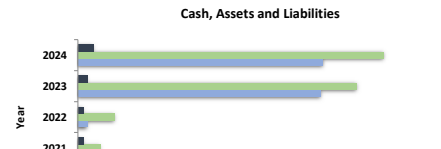
Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

2019 20	2020 21	2021 22	2022 23	2023 24
K-8	K-9	K-10	K-11	K-12
K-12	K-12	K-12	K-12	K-12
600	725	850	975	1,100
1,100	1,100	1,100	1,100	1,100
592	699	825	966	1,088



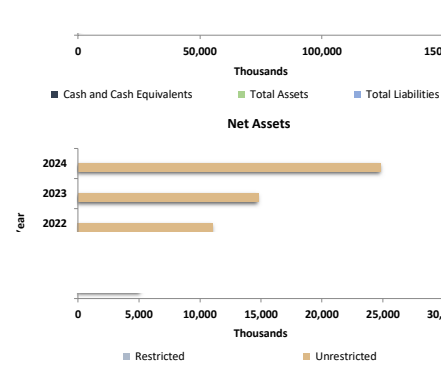
Total Current Assets
 Non-Current Assets
 Property, Building and Equipment, net
 Restricted Cash
 Security Deposits
 Other Non-Current Assets
 Total Non - Current Assets
 Total Assets

597,124	2,280,718	2,285,500	3,679,375	6,329,956
1,833,457	2,230,611	4,031,197	5,189,585	6,458,837
268,157	336,474	599,759	658,558	568,293
132,236	92,515	175,776	91,502	183,440
2,830,974	4,940,318	7,092,232	9,619,020	13,540,526
3,285,980	3,964,453	7,929,992	24,728,023	61,354,672
75,000	75,000	100,000	59,745,050	31,254,874
-	110,000	-	-	-
-	-	-	20,073,596	19,035,996
3,360,980	4,149,453	8,029,992	104,546,669	111,645,542
6,191,954	9,089,771	15,122,224	114,165,689	125,186,068



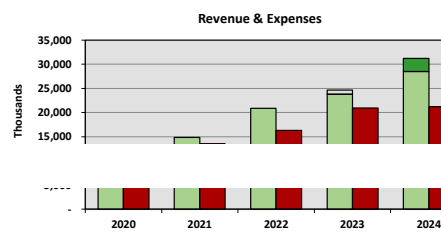
LIABILITIES and NET ASSETS
 Current Liabilities
 Accounts Payable and Accrued Expenses
 Accrued Payroll and Payroll Taxes
 Due to Related Parties
 Refundable Advances
 Other Current Liabilities
 Total Current Liabilities
 Long-Term Liabilities

1,038,905	1,483,612	1,852,605	2,245,765	2,008,379
-	-	-	-	163,957
-	-	-	-	-
-	-	-	6,070,254	8,060,764
-	1,102,514	-	1,037,599	1,039,567
1,038,905	2,586,126	1,852,605	9,353,618	11,272,667
-	-	-	-	-
-	-	2,200,029	90,023,738	89,106,667
-	-	2,200,029	90,023,738	89,106,667
1,038,905	2,586,126	4,052,634	99,377,356	100,379,334
5,153,049	6,503,645	11,069,590	14,788,333	24,806,734
-	-	-	-	-
5,153,049	6,503,645	11,069,590	14,788,333	24,806,734
6,191,954	9,089,771	15,122,224	114,165,689	125,186,068



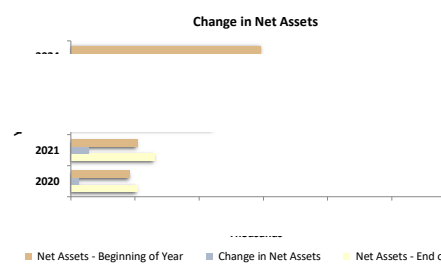
OPERATING REVENUE
 State and Local Per Pupil Revenue - Reg. Ed
 State and Local Per Pupil Revenue - SPED
 State and Local Per Pupil Facilities Revenue
 Federal Grants
 State and City Grants
 Other Operating Income
 Total Operating Revenue

11,630,043	13,916,199	17,493,893	23,695,250	25,972,717
-	-	-	-	-
-	-	-	-	-
256,514	531,431	2,469,930	-	1,435,653
-	364,305	867,584	-	99,562
492,418	51,061	47,976	67,541	1,012,446
12,378,975	14,862,996	20,879,383	23,762,791	28,520,378
6,814,670	7,701,719	9,144,564	18,123,291	18,161,705
406,507	386,820	377,733	564,185	470,840
3,058,249	3,936,105	4,550,565	-	-
10,279,426	12,024,644	14,072,862	18,687,476	18,632,545
1,527,516	1,487,756	2,240,576	2,280,966	2,563,235
-	-	-	-	-
1,527,516	1,487,756	2,240,576	2,280,966	2,563,235
11,806,942	13,512,400	16,313,438	20,968,442	21,195,780
572,033	1,350,596	4,565,945	2,794,349	7,324,598
-	-	-	924,394	2,693,803
-	-	-	-	-
-	-	-	-	-
-	-	-	924,394	2,693,803
572,033	1,350,596	4,565,945	3,718,743	10,018,401
4,581,016	5,153,049	6,503,645	11,069,590	14,788,333
5,153,049	6,503,645	11,069,590	14,788,333	24,806,734



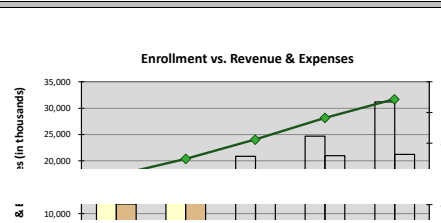
REVENUE & EXPENSE BREAKDOWN
 Revenue - Per Pupil
 Total Revenue
 Expenses - Per Pupil

20,910	21,263	25,308	24,599	26,214
-	-	-	957	2,476
20,910	21,263	25,308	25,556	28,690
17,364	17,203	17,058	19,345	17,126
2,580	2,128	2,716	2,361	2,356
19,944	19,331	19,774	21,706	19,481
87.1%	89.0%	86.3%	89.1%	87.9%
12.9%	11.0%	13.7%	10.9%	12.1%
4.8%	10.0%	28.0%	17.7%	47.3%
2.43	2.55	3.00	2.11	2.28
Strong	Strong	Strong	Strong	Strong



WORKING CAPITAL

1,792,069	2,354,192	5,239,627	265,402	2,267,859
2.7	1.9	3.8	1.0	1.2
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard



DEBT TO ASSET
 Debt to Asset Ratio
 BENCHMARK and FINDING:
 Ratio should be equal to or less than 1.0

0.2	0.3	0.3	0.9	0.8
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard



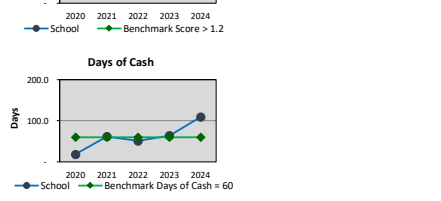
CASH POSITION

18.5	61.6	51.1	64.0	109.0
Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard



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

0.0	0.1	0.2	0.2	0.3
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

RATIOS, BENCHMARKS and FINDINGS

FISCAL ANALYSIS