



## New York State Education Department

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

#### **Harriet Tubman Charter School**

**Renewal Site Visit Date(s): December 12-13, 2023**  
**Date of Final Draft Site Visit Report: April 30, 2024**  
**Date of Final Site Visit Report: May 13, 2024**

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**ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

**ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD**

## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	Harriet Tubman Charter School
<b>Board Chair</b>	Jerima DeWese-Bowens
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 9
<b>Initial Commencement of Instruction</b>	Fall 2001
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter Term: January 13, 2000 - January 12, 2005</li> <li>• First Renewal Term: January 13, 2005 - January 12, 2007</li> <li>• Second Renewal Term: January 13, 2007 - June 30, 2007</li> <li>• Third Renewal Term: July 1, 2007 - June 30, 2009</li> <li>• Fourth Renewal Term: July 1, 2009 - June 30, 2011</li> <li>• Fifth Renewal Term: July 1, 2011 - June 30, 2016</li> <li>• Sixth Renewal Term: July 1, 2016 - June 30, 2021</li> <li>• Seventh Renewal Term: July 1, 2021 - June 30, 2024</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 8 / 675 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8 / 675 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• 3565 Third Avenue, Bronx - Private Space</li> <li>• 1176 Franklin Avenue, Bronx - Private Space</li> </ul>
<b>Mission Statement</b>	<p><i>The Harriet Tubman Charter School is committed to helping each child develop to his or her full potential. We recognize that all human beings are endowed with unique talents and gifts, and we believe that the process of schooling should lead each student to the realization, development and expression of his or her potential. We are a performance-based charter school created to serve the children of the Southeast Bronx while exploring the heritage of many cultures represented in our neighborhood. We are an extended family of students, teachers, parents and community members who promote the educational achievements of our children through a relentless focus on high academic standards for all. HTCS is designed to help students develop the skills to become leaders who read, think, write and communicate at high levels. Our mission is to prepare our children for success throughout their college years and beyond.</i></p>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Research-proven curriculum aligned to NYS and Common Core Learning Standards.</li> <li>• Proven instructional methodologies for high poverty and at-risk students.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• An array of formative and summative assessment tools.</li> <li>• A Strategic Framework focused on monitoring charter school goals.</li> <li>• Core values that support a positive school culture.</li> <li>• On-going focused PD and daily common planning.</li> <li>• Shared leadership among faculty, administrators, and the BOT.</li> <li>• Support systems that align with the school's mission and vision.</li> <li>• Effective management of fiscal resources to support achievement.</li> <li>• Meaningful parental engagement</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	Amend the organizational chart to reflect significant changes to take effect in the 2023-2024 school year.

**Innovative and Noteworthy Programs:** The Harriet Tubman Charter School (HTCS) has been a source of encouragement in the Bronx community for the past 22 years. Since its establishment in 2001, HTCS has consistently demonstrated academic excellence, surpassing the district of location (DOL), NYC CSD 9, and New York State in key subjects such as English Language Arts (ELA), math, and science. This commendable achievement extends inclusively across diverse student demographics, including students with disabilities (SWD), English language learner(s) (ELL), and economically disadvantaged (ED) students. Furthermore, HTCS has garnered commendation for its exemplary levels of engagement from both parents and educators in satisfaction surveys conducted by the New York City Department of Education (NYCDOE), thus highlighting the school's commitment to fostering a supportive learning environment anchored in its core values and bolstered by a dedicated Family and Student Support Team (FASST).

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

### SCHOOL CHARACTERISTICS

#### Current Grade Levels and Approved Enrollment

	<b>Year 1 2021 to 2022</b>	<b>Year 2 2022 to 2023</b>	<b>Year 3 2023 to 2024</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	675	675	675

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

<sup>2</sup> This proposed chart was submitted by the Harriet Tubman 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.

	<b>Year 1 2024 to 2025</b>	<b>Year 2 2025 to 2026</b>	<b>Year 3 2026 to 2027</b>	<b>Year 4 2027 to 2028</b>	<b>Year 5 2028 to 2029</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	675	675	675	675	675

## **METHODOLOGY**

### **Purpose of the Renewal Report**

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

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, 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 HTCS on December 12-13, 2023. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the Family and Student Support Team, educators, and parents.

The team conducted thirteen classroom observations in K - Grade 8. The observations were approximately 20 minutes in length and conducted jointly with senior staff. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the 2023-2024 [Renewal SV Protocol](#).

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



## BENCHMARK ANALYSIS

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

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

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

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

**New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Falls Far Below</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Approaches</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Falls Far Below</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Falls Far Below</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Falls Far Below</b>

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



## *Summary of Findings*

Harriet Tubman Charter School is in year 22 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting three benchmarks, approaching three benchmarks, and falling far below four benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:** Student outcomes at HTCS have exceeded those of NYC CSD 9 and NYS consistently over the course of its charter. HTCS benefits from a strong academic program including a focus on science, technology, engineering, arts, and mathematics (STEAM). The school has strong curriculum alignment and uses many measures for academic benchmarks and progress monitoring. The site visit team observed a positive culture and climate, which was confirmed in focus groups and the NYC School Survey.
- **Summary of Challenges:** While the HTCS Board of Trustees has improved in implementing some of its duties such as addressing the fire protocols, the board continues to have difficulty with timely and effective communication and response to CSO requests. The school's declining enrollment and an increase in expenditures in fiscal years 2022 and 2023 have caused financial stress. The school has also faced challenges regarding compliance with NYSED expectations regarding the fingerprint clearance requirements for staff. The school has consistently enrolled all subgroups at rates below the DOL, NYC CSD 9.

### **Benchmark 1: Student Performances**

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

**Finding: Meets**

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

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

This school has consistently outperformed both the DOL and NYS on the NYSTP 3-8 Assessments in ELA and math for all students and subgroups with the exception of a negative differential to the state in 2021-2022 in the area of math for all students and ELL.

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

## Benchmark 2: Teaching and Learning

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

### Finding: Meets

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

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:**

- ES:
  - Core Knowledge Language Arts (CKLA) for K-3
  - Reading Fundamentals
  - Wilson-Fundations Curriculum
  - Understanding by Design
  - Envision Math
  - A Closer Look (science)
  - McGraw Hill (social studies)
  - Engage NY
- MS:
  - Ready NY: Next Generation Learning Standards for ELA and Math
  - Springboard
  - Engage NY
  - STEAM and Makerspace

**Academic Program for SWD and ELL:**

- SWD:
  - SWD are served in integrated co-teaching (ICT) classrooms which includes differentiated academic support. . SWD also receive additional interventions by team members that provide specialized support inside the classroom as well as in small groups outside the classroom. A myriad of teacher resources is available from Core Knowledge, Engage NY, Envision Math, and Springboard to address differentiated needs.
- ELL:
  - ELL are supported with differentiated curricular materials and curricular materials from CKLA, Engage NY, Envision Math, and Springboard.

**Summative Evidence for Benchmark 2:**

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

1. Element: ***Curriculum:***

- **Indicator a:** According to the renewal application and confirmed during site visit classroom observations, HTCS uses research-based and documented curricula aligned to New York State Learning Standards (NYSLS).
- **Indicator b:** The curriculum used at HTCS is aligned across classrooms. During focus groups, teachers and leadership described having common planning time to ensure this alignment. In

addition to horizontal alignment the curriculum is aligned vertically between grades. Teacher focus group members stated that during their summer professional development (PD), they further analyze the curriculum with teachers in grade levels above and below to plan and revise the curriculum, as necessary.

- **Indicator c:** The CSO team reviewed lesson plans which included differentiation strategies such as use of reference materials, extended time, and videos. These strategies were evident in some of the classroom observations. Teacher focus group members described the use of curriculum-based differentiation materials as well as learning platforms such as iReady and Star 360. The CSO site visit team observed this in one classroom.
- **Indicator d:** The curricula are evaluated and selected based on criteria such as quality assessments, differentiation, quality of materials and resources, and PD opportunities. Teacher focus group members described reviewing and revising the curriculum as needed, and based on assessment data, during weekly common planning time and summer PD.

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

- **Indicator a:** Teacher focus group members described shared instructional expectations such as the use of “I can” statements, learning targets for each lesson, targeted small group instruction, common use of reference acronyms in core subjects, data walls, and weekly quizzes. Although the teachers’ lesson plan template outlines these strategies, the CSO team did not observe full implementation in all classrooms.
- **Indicator b:** The CSO site visit team observed students that were generally engaged in learning. Some engagement protocols were observed, such as turn and talk, questioning techniques, checks for understanding, and putting students on the clock for independent work time. According to the renewal application HTCS also engages students with project-based learning using STEAM Lab and MakerSpace.
- **Indicator c:** ELL and SWD teachers provide targeted support through various methods, including pull-out, pull-aside, or push-in models, collaborating with classroom teachers to ensure alignment with students’ IEP goals or fluency strategies. SWD students receive differentiated academic support in ICT classrooms and additional interventions from specialized team members. The FASST described and the CSO site visit team observed differentiation techniques and modifications built into the lesson plans. Teachers described a need for additional supports for ELL.
- **Indicator d:** As described in the renewal application and confirmed during the leadership focus group, HTCS works with Higher Learning consultants to provide two weeks of summer PD and ongoing instructional coaching during the school year. Teacher focus group members indicated the need for more PD to support the needs of ELL and SWD.

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

- **Indicator a:** HTCS employs a variety of assessments, including formative, diagnostic, and summative evaluations, aligned with both its instructional program and state standards. In addition to standard progress monitoring assessments, teachers also develop their own assessments to measure student comprehension. The school utilizes programs such as Focus Five Math, Powerful Practices ELA, Star 360 and Achieve 3000 to track student progress.
- **Indicator b:** As indicated in the renewal application and confirmed in the FASST focus group conversation, teachers use data from curriculum-based assessments, state test results, and multiple assessment platforms to inform instruction and improved student outcomes.

- **Indicator c:** According to the renewal application, the HTCS Education Committee analyzes monthly assessment data to gain insight into the effectiveness of the school program. Teacher focus group members described the summer PD as a time to review curriculum programs for their effectiveness.
- **Indicator d:** Leadership, teacher, and FASST focus group members described several diagnostic and monitoring tools used to assess student progress toward State learning standards. These include iReady diagnostic, Achieve 3000, Focus Five Math and Powerful Practices ELA, Star 360, Star 360 Custom, and Springboard Assessments.

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

- **Indicator a:** According to the renewal application, HTCS follows a NYSED approved identification process for identifying SWD and ELL. ELL are identified by the Home Language Survey, followed by an informal interview with the ELL teacher, student, and parent to gain as much information as possible on the student's school experiences before they enrolled at HTCS. New York State English as a Second Language Achievement Test (NYSESLAT) scores from previous schools are also reviewed. The SEC collaborates with the Committee on Special Education (CSE) to schedule and coordinate meetings for SWD.
- **Indicator b:** HTCS FASST assists in providing support for all students. This includes specialists such as special education coordinators, English as a New Language (ENL) teachers, social workers, counselors, and academy directors. Special education students benefit from ICT classes and small group interventions. Although there is no curriculum program in place for ELL, teachers described strategies to support these students. The Response to Intervention (RTI) process is utilized for identifying and addressing student needs, potentially involving referrals to the CSE. The FASST indicated that the elimination of academic intervention staff has made it difficult to provide the supports needed for all students. In focus groups teachers expressed that ELL students are in need of extra support, and the ENL team would benefit from additional staff. The Extended Day program targets students who do not qualify for Academic Intervention Services (AIS) or are not proficient (Level 3 and 4), providing focused ELA and math sessions four days a week after school for Grades 2-8. According to the NYCDOE feedback from the CSE, Harriet Tubman Charter School is responsive to parents and goes out of its way to address all parent concerns. The school also has excellent collaboration with the CSE. The school attends all Individualized Education Plan (IEP) meetings and generally sends all teacher reports to the CSE before the IEP meetings. The school also timely enters the present levels of performance and goals. Most of the teachers at the school have a fair understanding of specially designed instruction; however, the proper implementation of specially designed instruction and proper progress monitoring are a challenge for the school. Some teachers appear to have difficulty with assessing students' strengths and weaknesses and explaining how they are implementing specially designed instruction to provide educational benefit to their students. The board acknowledges that the HTCS staff needs more training in special education practices.
- **Indicator c:** FASST and the board's Education Committee oversee student progress, particularly focusing on SWD, ELL, and "at-risk" students. Biweekly meetings discuss progress, while monthly meetings involve the board's Education Committee. HTCS's full-time special education coordinator (SEC) coordinates the Special Education program, ensuring IEP implementation and compliance with regulations. The SEC facilitates collaboration with the NYC CSD 9 CSE, scheduling meetings, representing HTCS, and overseeing the referral process to meet deadlines and collect documentation.

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

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

**Finding: Meets**

Element

Indicators

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

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

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. <sup>5</sup>

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

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

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

<sup>5</sup> 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](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf).

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<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>
<p>3. <i>Family Engagement and Communication</i></p>	<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>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<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>



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

**Summative Evidence for Benchmark 3:**

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

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

- **Indicator a:** According to HTCS’s 2022-2023 New York State Report Card, the school has a 0.2 percent chronic absenteeism rate. This is significantly lower than the rate of 39.5 percent for the district of location, NYC CSD 9. The school attributes their success in this area to the engaging school climate and positive relationships with families. During the site visit, parents described their satisfaction with the school’s support of the whole child.
- **Indicator b:** Teacher focus group members described preventative measures to address out-of-school suspension rates, such as support from the FASST, tailored Social-Emotional Learning (SEL), and more professional development in SEL. Both the leadership and teacher focus groups’ members described an improvement in the number of behavior incidents. According to the renewal application, the school’s priority is to maintain students in school. In lieu of resorting to out-of-school suspensions for severe infractions, HTCS has implemented alternative strategies, including progress check-ins, supervised community service, and teacher conferences, or in-school suspension where the student can receive alternative education.
- **Indicator c:** HTCS utilizes the NYC School Survey annually to measure and evaluate school climate and culture. The 2023 survey showed 155 student responses, 47 teacher responses, and 387 family responses.

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

- **Indicator a:** According to the renewal application and confirmed by teacher and leadership focus group members, the school has adjusted its approach to behavior management to meet the needs of students after the COVID-19 pandemic. According to the renewal application the school revised and approved a new discipline policy, code of conduct, and DASA policy; however, they did not follow NYSED CSO Revision Guidance for these changes, as they did not submit revision requests to the CSO Online Portal. The CSO liaison brought this to the school’s attention, and at the time of this report, the revised policies have since been submitted and approved by the CSO. The discipline policy can be easily found on the school’s website and describes HTCS’s approach to behavior management.
- **Indicator b:** The school’s Code of Conduct describes tiers for student infractions; however, when asked to about the tiers, teacher focus group members were unable to describe this approach to behavior management. Teachers, support staff, and leadership in focus groups did describe extensive preventative measures being implemented. These include the development of an SEL program, which is supported by the school counselor, and the FASST.
- **Indicator c:** HTCS upholds a secure learning environment, a fact underscored by CSO classroom observations. Classroom observations also revealed that students were provided with all necessary materials, and the learning spaces were devoid of hazards, conducive to academic engagement. Student support focus group team members elaborated on the collaborative effort undertaken to swiftly address any potential disruptions to the school’s cultural integrity.

- **Indicator d:** According to the renewal application and confirmed in focus groups the school has systems in place to ensure the environment is free from harassment and bullying. During the family focus group, parents underscored their confidence in the school's commitment to providing a secure setting for their children's education.
- **Indicator e:** During its observations, the CSO team noted that classroom environments at HTCS promoted learning and were typically free from disruptions. Desks were well-organized, contributing to an optimal learning atmosphere, and teachers effectively delivered content in a clear manner. Additionally, reference charts were posted around the classrooms, and students had easy access to learning materials. Students appeared engaged in instruction and accustomed to classroom routines and behavioral expectations.

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

- **Indicator a:** According to the 2023 NYC School Survey, of the 387 respondents, 100 percent agreed or strongly agreed that HTCS communicates in a language they can understand. During a focus group, parents reported using translation features in the Remind app, Google Classroom, and the school website and indicated that the parent coordinator also translates.
- **Indicator b:** HTCS uses multiple methods of family engagement. School leadership focus group members described a variety of events and methods of communication for parents. These include collaborative workshops with the FASST, meet-and-greet events with the board of trustees, and community forums.
- **Indicator c:** According to the renewal application and confirmed by school leadership focus group members, HTCS utilizes town hall meetings, and the NYC School Survey to assess family satisfaction. The 2023 NYC School Survey had 387 family respondents.
- **Indicator d:** School leaders described town hall meetings as a way for parents to voice concerns. The HTCS Family Handbook can be easily located on the school's website and clearly describes the complaint process.
- **Indicator e:** The school reported in the renewal application that sharing the NYSED School Report Card data is an area they will be working on improving during the next charter term. At the time of the site visit, there was no evidence that the school shares this data with the parents and school community. The CSO team did not find it posted on the school website.
- **Indicator f:** At the time of the renewal site visit, there was no evidence on the school's website, or board meeting minutes that the school shares its New York State exam participation rate compared to the district of location.

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

- **Indicator a:** As described in the renewal application and during site visit focus groups, the school's FASST plays a vital role in supporting the social-emotional needs of students. Teachers and support staff use SEL lessons regularly and teachers in focus groups reported being provided professional development in this area.
- **Indicator b:** The school's FASST described the use of shared folders to track students' social-emotional needs. These folders are monitored by members of the FASST as well as by teachers.
- **Indicator c:** According to the renewal application, the FASST meets biweekly to assess student progress and identify grade level or school wide trends.
- **Indicator d:** During the site visit, teachers stated that they receive PD for social-emotional learning. Professional development is provided weekly and during the summer.
- **Indicator e:** HTCS added a school counselor in February 2023. This counselor is also responsible for addressing the needs of McKinney-Vento eligible students

**Benchmark 4: Financial Condition**

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

**Finding: Falls Far Below**

Over this charter term, the trajectory for this benchmark has declined from a Meets to a Falls Far Below due to operating losses, increases in expenditures proportionately larger than increases in revenue, financial repercussions due to declining enrollment, and a significant working capital deficit.

**Summative Evidence for Benchmark 4:**

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

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

**Financial Condition**

Harriet Tubman Charter School appears to be in poor 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 below 1.5 indicates poor financial health. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Harriet Tubman Charter School’s 2022-2023 composite score is 0.04.

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

<i>Year</i>	<i>Composite Score</i>
2018-2019	2.21
2019-2020	2.60
2020-2021	2.81
2021-2022	1.23
2022-2023	0.04

In the audited financial statements submitted as part of HTCS's 2022-2023 Annual Report, the auditor made note of the school's declining enrollment in the recent past, the financial repercussions of the decline in enrollment, and, significantly, an increase in expenditures "proportionately larger than increases in revenue" in fiscal years 2022 and 2023.

The school experienced operating losses of \$1,674,552 and \$1,599,391 in FY2023 and FY2022, respectively, with increases in expenditures proportionately larger than increases in revenue in each year, resulting in a substantial decrease in net assets. Also, as of June 30, 2023, the school reported a significant working capital deficit compared to a sizeable surplus in FY2022. The auditor noted that this is attributable to increases in expenses and current liabilities as well as decreases in grants, other receivables, and cash on hand at year end.

### **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: Approaches**

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to auditor findings of the absence of the required \$100,000 escrow, continuous lack of having a treasurer, and reoccurring situation with being out of compliance with Teacher Retirement System obligations specific to employee contributions and payroll reports.

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 Harriet Tubman Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. For the period ending June 30, 2023, the auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

However, the auditor found that, as of June 30, 2023, the school did not adhere to the requirement specified in its charter agreement to have at least \$100,000 in an escrow account to pay for legal and audit expenses that would be associated with a charter dissolution. The school reported that by July 14, 2023, the required escrow amount of \$100,000 was fully established.

The school has not had a treasurer on its board of trustees since 2018.

On April 1, 2024, the CSO received notification from the Teacher Retirement System (TRS) of the City of New York that HTCS was out of compliance with its obligations under Section 119.2 of the New York Codes,

Rules and Regulations, which requires a school to timely collect and remit employee contributions and submit payroll reports. The following deficiencies were listed:

- Employee Contributions not received to date: 02/23/24 Payroll, 03/08/24 Payroll, 03/22/24 Payroll.
- Employer Contributions not received to date: January 2024, February 2024, and March 2024.
- Payroll reports do not reconcile with payroll contributions for payroll periods ending 02/23/24 03/08/24, and 03/22/24.

**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: Falls Far Below**

Element

Indicators

1. *Board Oversight and Governance*

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

**Summative Evidence for Benchmark 6:**

Over this charter term, the trajectory for this benchmark has been consistent as a Fall Far Below due to the school’s continued lack of communication with the CSO, lack of successful oversight of fiscal operations, the ongoing absence of a board treasurer, and failure to obtain CSO approval prior to implementing its revised policies.

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

- **Indicator a:** According to the renewal application, the board has adopted a comprehensive annual evaluation process for the school principal. This includes an annual evaluation and performance improvement plan for the principal. As a result of the principal taking a emergency leave in the Spring of 2023, the plan was not completed. The board did not describe an annual self-evaluation.
- **Indicator b:** At the time of the site visit, the board was composed of five members, a loss of three members since the beginning of its term. The board continues to operate according to its by-laws which indicate that it can have no less than five and no more than nine board members. The board has still not appointed a treasurer, a position that has been vacant since 2018. During this renewal site visit, board focus group members stated that they have not been able to find a qualified person to fill the role. The board has expertise in education, special education, the arts, and is currently seeking members with legal, finance, and fundraising experience.
- **Indicator c:** The board provides oversight of the school’s academic performance through its education committee and has added a committee for fundraising and marketing. Board site visit focus group members stated that there is currently a treasury committee of three members; but still has no treasurer. The board has not demonstrated successful oversight of its fiscal operations based on the Notice of Deficiencies issued by the CSO to the school in December 2018, August 2021, and February 2024, including the April 2024 reoccurrence of compliance issues with the TRS related to employee contributions and payroll reports. The board claimed that it is overseeing efforts to hire a new principal. This process was to begin in begin in October 2023; however, at the time of the site visit, the school had not yet begun this process. The school board has not consistently adhered to its communication plan developed as a result of the 2021 renewal conditions approved by the Board of Regents in the school’s 2021 renewal item. The communication plan submitted by HTCS states:
  - The board and the school will demonstrate more timely and transparent responses to monitoring and oversight from the CSO.
  - The board and the HTCS Leadership will work more collaboratively to enhance the overall functionality of school operations and management.
  - The board and school leadership will follow up with resolutions to issues and concerns in a timely manner.
  - There will be a more synergetic, fluid, and productive flow of communication between the Board, School leadership, and the CSO.
  - In the spirit of transparency, all communication to and from the CSO will be inclusive of designated and appropriate board and school representatives. The board chair and Principal will be included on all communications and directives from the CSO.

Examples of lack of adherence to the plan include:

- The board did not respond in a timely manner to CSO requests for required clarifications and/or corrections resulting from the CSO review of the HTCS 2024 renewal application,
- The board did not submit revision requests as per the CSO Revision Guidance.
- The board did not provide the requested written response to the April 1, 2024 letter from TRS regarding delinquent contributions.
- The board did not respond to CSO email requests following the December 2023 renewal site visit, specifically regarding its desire to submit a revision request for an enrollment decrease and responding to CSO-requested documentation with regard to the school’s December 2018 Notice of Deficiency.



- **Indicator d:** Board focus group members stated that the board participates in at least two retreats a year. According to board meeting minutes, the school reviewed its strategic goal plan and board action plan during the December 2023 board retreat, and each subsequent semester as a part of their governance and accountability. Goals that have been met were noted, and additional goals were added to reflect new initiatives that are meant to continue to improve the board’s functionality and focus.
- **Indicator e:** According to its renewal application, the school has revised and approved its discipline, code of conduct, and DASA policies; however, the school did not follow CSO Revision Guidance for submitting a revision request for these policies. The CSO liaison informed the board chair, principal, and the consultant; the school has subsequently submitted the revision request. The discipline, code of conduct, and DASA policies were being implemented by the school prior to CSO approval. According to the HTCS 2023 renewal application, the HTCS Discipline Policy, Code of Conduct, and DASA Policy have been fully revised and approved by the board. They were submitted to the CSO for final review as part of the 2022-2023 Annual Report submitted to the CSO in August 2023. Revision requests are not to be submitted in an annual report.
- **Indicator f:** Board focus group members described its participation in PD opportunities including topics such as Title 9, performance rubrics, instruction, and IEPs.
- **Indicator g:** The board has not demonstrated full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter. Examples are described in benchmark 10 of this report. Board focus group members described its efforts to work with the Archdiocese to recover funds spent to bring the building to code. The increased expenditure along with declining enrollment has prompted the CSO to issue the school a fiscal Notice of Deficiency in February 2024. At the time of the site visit, the school had resolved outstanding issues regarding TRS but has since become delinquent in payments and continued to miss deadlines for some reporting including staff reports, safety plans, and staff snapshot.
- **Indicator h:** The board does not appear to be fully familiar with the NYSED Charter School Performance Framework because the board has not successfully met the Performance Framework standards for Benchmarks 4, 5, 6, 7, 8, 9, and 10. School leadership focus group members were unable to describe a strategic framework focused on monitoring charter school goals, which is one of the school’s key design elements.

**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: Approaches**

<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 declined from a Meets to an Approaches due to a number of teacher vacancies and the lack of well-established communication systems between leadership and the board.

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

- **Indicator a:** The school indicated that its leadership situation changed in 2023-2024; the school submitted a revision request to the CSO; and the board is awaiting Board of Regents review and approval of this revision request to revise its organizational chart. The school chose to implement this change in the 2023-2024 school year as the result of an emergency leave of absence for the principal. That school principal was then considered an acting executive director having reduced work hours and fulfilling other responsibilities. The duties that were previously completed by the principal were then completed by the elementary academy director and the junior academy director. At the time of the site visit, the school had not yet begun the process of hiring a new principal. According to the renewal application the school leadership team currently consists of one principal, two academy directors, and a director of operations, which was not observed during the site visit. The school indicated that it would return to its 2022-2023 organizational structure beginning in the 2024-2025 school year. This leadership team meets monthly to discuss academic and operational goals and track progress.
- **Indicator b:** The school leadership team within the school has a well-established communication system. The team represents staff in all areas of the school. During monthly meetings, leadership team members share updates or concerns from their department and report back to their team with pertinent information. The CSO has not consistently experienced timely communication with the board and leadership.
- **Indicator c:** The CSO team met several staff members having many years of service to HTCS. Teachers in focus groups mentioned the need for increased staffing in AIS and ENL. During the site visit, the CSO team was made aware of the school's decision to remove an ineffective staff member. According to leadership focus group members and the October 2023 memo of Going Concern and Corrective Action, due to budgetary concerns, positions that have become vacant have not been filled. At the time of the site visit, the board reported a total of seven unfilled vacancies; however, the above-mentioned memo stated there would be 15 unfilled vacancies for fiscal year 2023-2024.
- **Indicator d:** The school leadership is familiar with NYSED Charter School Performance Framework standards and implements an academic program to reflect this.

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

- **Indicator a:** HTCS's revision request to its 2023-2024 organizational chart is pending Board of Regents approval. The current principal was on leave, then placed in an executive director part-time position with adjusted duties. The two academy directors acting as building principals have well-defined roles and responsibilities. The CSO experienced delays in receipt of HTCS

communication and submission of its renewal and revision request, documents certified by the board and completed by contracted consultants.

- **Indicator b:** School leader and teacher focus group members described many opportunities for PD based on needs identified in assessment data. Professional development in the form of instructional coaching and collaborative meetings with teachers and specialists occur daily. Teacher focus group members indicated that the director of operations shares information teachers need regarding certification and PD. The school has a history of hiring school staff before obtaining fingerprint clearance. This is a safety risk for the school and was included in the CSO-issued February 2024 Notice of Deficiency.
- **Indicator c:** At the time of the site visit the school did not have a full-time principal and according to the leadership focus group, had seven of 46 unfilled teaching vacancies including Grade 7 ELA, Grade 5/6 math (special education), Grade 7/8 math (special education), Grades 7/8 ELA (special education), music, Spanish, and elementary dance. Board focus group members indicated they are prioritizing the filling of vacancies. Some of these vacancies include the reduction of AIS staff, which has affected the availability of services for students.
- **Indicator d:** The school has established procedures for effective collaboration among teachers. The school has increased planning time after receiving feedback from teachers. Grade level and department level meetings occur regularly. School leadership and teacher focus group members described common planning time with ENL and special education teachers, and regular meeting and feedback from instructional coaching. According to the 2023 NYC School Survey, of the 43 responses, 93 percent of teachers at HTCS reported that stated that teachers design lessons and units together. When asked if the school leader, teachers, and staff collaborate to make the school run effectively, 87 percent of teachers responded affirmatively.
- **Indicator e:** Administrators use formal and informal observations to monitor organizational and instructional quality. According to the renewal application each academy director conducts “walk-arounds daily.” The school leaders and coaches meet with teachers individually to build goals and objectives for professional growth.
- **Indicator f:** Teachers have opportunities to provide feedback through a school administered survey at the end of each year. According to the 2023 NYC School Survey, of the 47 responses, 93 percent of teachers agreed that the school leader encouraged feedback through regular meetings with families and teacher leaders.

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

- **Indicator a:** n/a as the school does not have a CMO.
- **Indicator b:** HTCS does not have a formal system for monitoring the efficacy of contracted service providers. According to the renewal application, the school monitors this by ensuring providers or consultants demonstrate completion of expectations before payment is processed.

## 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: Approaches

<i>Element</i>	<i>Indicators</i>
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 declined from a Meets to an Approaches due to inconsistent implementation of key design elements.

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

- **Indicator a:** The CSO site visit team did not observe a consistent understanding of the school's mission and key design elements across all stakeholders based on focus group conversations. Some stakeholders were able to articulate details to describe the key design elements.
- **Indicator b:** HTCS lists ten key design elements. Some of the key design elements are fully implemented.
  - **Research proven curriculum aligned to NYS and Common Core learning standards:** HTCS utilizes quality curriculum and intervention programs to fully implement the NYS Learning Standards.
  - **Proven instructional methodologies for high poverty and at-risk students:** The CSO site visit team observed common lesson planning documents being used; however, full implementation of the methodology was not observed in all classrooms. The teacher focus groups did not describe a structured curriculum for SEL or ELL. This key design element is partially implemented.
  - **An array of formative and summative assessment tools:** The school provides a comprehensive list of formative and summative assessment tools in the renewal application. These tools were discussed and confirmed in teacher and leadership focus groups.
  - **A strategic framework focused on monitoring charter school goals:** School Leadership and board members were not able to describe a specific framework used to monitor the school's goals. Several strategies were mentioned during focus groups discussion. Except for the use of assessment data, a clear consistent approach was not observed. This key design element is partially implemented.

- **Core values that support a positive school culture:** In the renewal application the HTCS describes its core values as Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity.
- **Ongoing focused PD and common planning time:** The school contracts with outside consultants for ongoing professional development and instructional coaching. Teachers, along with special education teachers and ENL teachers have daily common planning time.
- **Shared leadership among faculty, administrators, and the board:** In focus groups, school leadership described the Executive Cabinet. This group is comprised of academy leaders, the FASST lead, experienced teachers, and a teaching assistant. During meetings, the group discusses school business and each member reports information back to their department.
- **Support systems that align with the school's mission and vision:** School leadership describe the FASST as the support system for the school's mission and vision. The team meets with teachers bi-weekly to discuss students social and academic needs.
- **Effective management of fiscal resources to support achievement:** The board has not demonstrated effective management of fiscal resources to support achievement. This key design element is not implemented.
- **Meaningful parental engagement:** During focus groups with parents, leadership, and teachers, meaningful parent engagement was described. The school has a parent coordinator and a parent association that meets regularly to organize events.

**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: Falls Far Below**

<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 an Approaches to a Falls Far Below due to consistent under-enrollment of all subgroups, declining retention rates, and declining overall enrollment.

1. Element: **Target are met:**
  - **Indicator a:** n/a as the school is currently not meeting any enrollment targets.
2. Element: **Targets are not met:**
  - **Indicator a:** According to the 2022-2023 data, HTCS is -12, -17, and -11 percentage points below the district of location, NYC CSD 9, in its enrollment of SWD, ELL, and ED, respectively. The overall retention differential to the district of location is -7 percentage points. Over the course of this charter term, the school’s overall enrollment has dropped from 95 percent to 84 percent of its maximum contracted enrollment.
  - **Indicator b:** The renewal application describes extensive recruitment strategies to attract and retain SWD, ELL, and ED students. These strategies could not be confirmed in focus group conversations. School leadership stated that it has not been able to increase advertising efforts

because of the cost. School leadership and board focus group members described recruitment strategies including:

- Parent coordinator reaching out to organizations to inform them of HTCS' open enrollment.
  - Word of mouth.
  - Partnering with a local high school for families to continue the education of their children.
  - Tapping into the waitlist.
- **Indicator c:** Leadership and board focus group members did not describe a systematic approach for evaluating recruitment strategies. While the HTCS Renewal Application included an extensive list of recruitment strategies; school leadership focus group members provided an abbreviated list citing that due to financial constraints the comprehensive list of recruitment strategies could not be implemented. Aside from that issue, there was no systematic process in place for the review and strategic improvement of strategies. Leadership reports enrollment to the board monthly.

***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: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>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.</li><li>f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ol>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as a Falls Far Below due to ongoing compliance issues including fingerprint clearance and TRS contributions.

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

- **Indicator a:** With the assistance from the CSO, during the 2023-2024 school year, HTCS has resolved compliance deficiencies regarding fire inspection and certificate of occupancy.
  - In February 2024, the CSO issued a Notice of Deficiency for overall and subgroup enrollment, fingerprint clearances, and fiscal deficiencies. The school is responsible for submitting a corrective action plan by March 15, 2024.
  - On April 1, 2024, the CSO and HTCS leadership received notification from the Teacher Retirement System of the City of New York that HTCS was out of compliance with its obligations under Section 119.2 of the New York Codes, Rules and Regulations, which requires a school to timely collect and remit employee contributions and submit payroll reports. The following deficiencies were listed:

- Employee Contributions not received to date: 02/23/24 Payroll, 03/08/24 Payroll, 03/22/24 Payroll.
  - Employer Contributions not received to date: January 2024, February 2024, and March 2024.
  - Payroll reports do not reconcile with payroll contributions for payroll periods ending 02/23/23, 03/08/24, and 03/22/24.
- In 2021, the Board of Regents issued a charter renewal term of three years with three renewal conditions:
1. The first condition was for the school to develop and implement communication protocols that enable the CSO to have immediate, direct, and ongoing oversight of activities pursuant to NYS Education Law, the school’s charter agreement, and the CSO Monitoring Plan. Although the school submitted its communication protocol in July 2021, there has not been an improvement in communication with CSO, particularly from the board.
  2. The second condition was for the school to implement a weighted lottery policy. According to the most recent NYSED approved enrollment policy, a weighted lottery is in place.
  3. The third renewal condition was for the school to implement a local assessment plan consistent with that outlined in its charter. The school utilizes several formative, summative, diagnostic, and benchmark assessment measures detailed in Benchmark 2.
- **Indicator b:** The school has taken corrective action when required; however, it has still not maintained compliance with all legal requirements. CSO analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report found three employees whose clearance could not be verified and for whom the school was unable to provide documentation of clearance during the 2022-2023 school year. The school has a consistent history of allowing employees to begin working at the school prior to receiving clearance. Additionally, the school has not been making timely contributions to the TRS.
  - **Indicator c:** The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. The school is in compliance with statutory requirements for teacher certification.
  - **Indicator d:** The school has not followed [CSO Revision Guidance](#) for submission/approval of material or non-material revisions. The CSO liaison brought this to the school’s attention, and HTCS has submitted an Organizational Chart, Discipline Policy, DASA policy, and Code of Conduct revision requests appropriately.
  - **Indicator e:** The school’s overall enrollment has declined over the current charter term and was at 84 percent of its contracted enrollment for the 2022- 2023 school year.
  - **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise. HTCS is currently seeking legal counsel to resolve matters with their current landlord to be reimbursed for the cost of repairs and needed renovations.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

HARRIET TUBMAN CHARTER SCHOOL

### BEDS Code

320900860823

### 2022-2023 Enrollment

564

### ESEA Accountability Designation (2023-2024):

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

### Charter School Information

School District of Location:	NYC CSD 9
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	3565 3RD AVE, BRONX, NY, 10456
Website:	www.htcsbronx.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2001
Authorizer:	REGENTS
CEO:	MR. CLEVELAND PERSON
CEO Phone:	718-537-9912
CEO Email:	cleveland.person@htcsbronx.org
BOT President:	MS. JERIMA DEWESE-BOWENS
BOT President Phone:	718-589-7858
BOT President Email:	J_Dewese@Hotmail.com
Institution ID:	800000046300

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

### BoR Charter School Office Information

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

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

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

HARRIET TUBMAN CHARTER SCHOOL

Harriet Tubman CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential		
Elementary/Middle	+/- 5	Achievement First Apollo CS	+5	-15	+32	.	
		Albany ES	+16	-6	+12	.	
		Amber CS Kingsbridge	+1	-6	0	.	
		Bronx CS for Excellence	-19	-38	-6	.	
		Explore CS	-10	-9	+9	.	
		Icahn CS 1	-20	-42	-4	.	
		Icahn CS 7	-13	-22	+7	.	
		Roosevelt Children's Academy CS	+6	+1	+21	.	
		Mean	-4	-17	+9	.	
		+/- 7.5	Build Community School	+38	+23	+46	.
			Central Brooklyn Ascend CS	-8	-18	-17	.
			Citizenship and Science Academy of Syracuse CS	+33	+20	+56	.
			Explore Excel CS	+17	+3	+30	.
			General Herkimer ES	+23	+3	+2	.
			Highgate Heights	+34	+22	+57	.
			Huntington K-8 School	+30	+16	+37	.
			Hyde Leadership CS - Brooklyn	+17	+10	+29	.
			Icahn CS 6	-23	-58	-16	.
			MS 394	+33	+24	+43	.
			PS 66	+19	+7	+4	.
			School 16	+15	+3	+18	.
			School 21	+13	+1	-1	.
			School 22	+15	+2	+13	.
			School 42-Abelard Reynolds	+44	+24	+38	.
			South Bronx Classical CS II	-32	-58	-19	.
			Success Academy CS-Bronx 2	-17	-43	+81	.
		Success Academy CS-Harlem 2	-17	-55	+81	.	
		Success Academy CS-Harlem 5	-21	-47	+81	.	
		Thomas Jefferson ES	+27	+6	+20	.	
		West Buffalo CS	+14	-1	+17	.	
		Mean	+12	-6	+29	.	
		+/- 10	Academy of the City CS	-4	-5	+13	.
			Benjamin Cosor ES	+37	+17	+30	.
			Bronx Community CS	+16	+10	+41	.
			Brooklyn Dreams CS	+7	-1	+26	.
	Brooklyn Excelsior CS		+6	+11	+12	.	
	Brooklyn Scholars CS		+2	+3	+24	.	
	Cross Hill Academy		+27	+19	+9	.	
	Edward Williams School		+31	+19	+9	.	
	Enterprise CS		+39	+29	+48	.	
	Explore Empower CS		+10	0	+41	.	
	Family Life Academy CS II		-11	+2	+31	.	
	Future Leaders Institute CS		+11	+4	+31	.	
	Graham School		+24	+18	+24	.	
	Grand Concourse Academy CS		-8	-21	+5	.	
	Greenport ES		+28	+9	+15	.	
	Grimes School		+25	+10	+30	.	
	Harlem Hebrew Language Academy CS		+18	+14	+44	.	
	Icahn CS 3		-34	-50	-17	.	
	KIPP Bronx CS II		-4	-14	+81	.	
	KIPP Freedom CS		-1	-2	+30	.	
	Las Hermanas Mirabal Community School		+22	+11	+12	.	
	Lincoln School		-6	-6	-15	.	
	Morse Young Magnet School	+33	+20	+27	.		
	Nelson Mandela/Dr Hosa Zollicoffer School	+4	+4	+9	.		
	Our World Neighborhood CS	-7	-16	+6	.		
	PS 171 Patrick Henry	-26	-48	-18	.		
	PS 181	+25	+16	+50	.		

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 214	+27	+19	+45	.
PS 58 School of Heroes (The)	-4	-21	-9	.
PS 69 Houghton Academy	+28	+15	+25	.
PS 71 Rose E Scala	+2	-5	+12	.
PS 74 Hamlin Park - Claude and Ouida Clapp Academy	+32	+14	+44	.
PS 89	+18	+12	+33	.
PS 95 Gravesend (The)	-5	-26	+4	.
PS/IS 119 Glendale (The)	-18	-29	+12	.
PS/IS 295	-9	-12	+3	.
PS/IS 45 Horace E Greene	+15	+12	+11	.
PS/MS 138 Sunrise	+25	+18	+35	.
PS/MS 194	+15	+1	+28	.
PS/MS 498 Van Nest Academy	+12	-5	+17	.
Paideia School 24	+9	-13	+9	.
Roberts K-8 School	+40	+25	+38	.
Salem Hyde ES	+34	+18	+4	.
School 5	+21	+8	+18	.
Sodus Intermediate School	+23	+1	+3	.
Urban Choice CS	+41	+26	+49	.
Mean	+12	+2	+21	.
Mean	+11	-2	+22	.

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

# 2024 NYSED Charter School Information Dashboard

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

### Charter School

HARRIET TUBMAN 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%

Harriet Tubman CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	48%	43%	36%	46%	56%	41%	56%	50%
2017-2018	62%	54%	48%	61%	54%	39%	34%	53%
2018-2019	57%	47%	58%	57%	72%	58%	79%	70%
2021-2022	70%	45%	48%	70%	33%	14%	13%	31%
2022-2023	64%	41%	42%	62%	70%	45%	70%	70%

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

# 2024 NYSED Charter School Information Dashboard

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

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of Harriet Tubman CS and NYC CSD 9



\*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				
		Harriet Tubman CS	NYC CSD 9	District Differential	NYS	NYS Differential	Harriet Tubman CS	NYC CSD 9	District Differential	NYS	NYS Differential	Harriet Tubman CS	NYC CSD 9	District Differential	NYS	NYS Differential
All Students	2016-2017	45%	22%	+23	40%	+5	54%	20%	+34	40%	+14	93%	55%	+38	75%	+18
	2017-2018	60%	30%	+30	45%	+15	55%	26%	+29	45%	+10	90%	61%	+29	77%	+13
	2018-2019	55%	30%	+25	46%	+9	66%	28%	+38	47%	+19	91%	56%	+35	75%	+16
	2021-2022	53%	31%	+22	47%	+6	31%	19%	+12	39%	-8	81%	50%	+31	69%	+12
	2022-2023	56%	33%	+23	48%	+8	56%	30%	+26	51%	+5	74%	29%	+45	48%	+26
SWD	2016-2017	29%	7%	+22	11%	+18	33%	7%	+26	14%	+19	94%	39%	+55	53%	+41
	2017-2018	43%	11%	+32	17%	+26	36%	11%	+25	18%	+18	78%	49%	+29	57%	+21
	2018-2019	41%	11%	+30	15%	26	40%	11%	+29	18%	+22	87%	42%	+45	52%	+35
	2021-2022	27%	12%	+15	16%	+11	16%	7%	+9	14%	+2	78%	36%	+42	46%	+32
	2022-2023	28%	14%	+14	19%	+9	30%	15%	+15	23%	+7	40%	21%	+19	25%	+15
ELL	2016-2017	19%	7%	+12	12%	+7	37%	9%	+28	19%	+18	86%	37%	+49	48%	+38
	2017-2018	53%	17%	+36	25%	+28	45%	18%	+27	29%	+16	93%	47%	+46	59%	+34
	2018-2019	54%	18%	+36	25%	+29	65%	19%	+46	31%	+34	100%	44%	+56	58%	+42
	2021-2022	39%	22%	+17	29%	+10	23%	14%	+9	25%	-2	78%	40%	+38	50%	+28
	2022-2023	32%	23%	+9	29%	+3	46%	24%	+22	34%	12	67%	20%	+47	22%	+45
ED	2016-2017	43%	22%	+21	30%	+13	51%	19%	+32	29%	+22	91%	55%	+36	68%	+23
	2017-2018	59%	29%	+30	36%	+23	54%	25%	+29	34%	+20	88%	61%	+27	70%	+18
	2018-2019	55%	30%	+25	36%	+19	64%	28%	+36	37%	+27	90%	56%	+34	67%	+23
	2021-2022	51%	30%	+21	37%	+14	29%	18%	+11	28%	+1	83%	50%	+33	59%	+24
	2022-2023	54%	32%	+22	38%	+16	56%	30%	+26	40%	+16	70%	29%	+41	40%	+30

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



# 2024 NYSED Charter School Information Dashboard

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

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

#### All Students Grade-Level Proficiency

All Students	ELA					Mathematics					Science					
	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	
Grade 3	2017	66%	25%	+41	43%	23	82%	28%	+54	49%	+33	.	.	.	.	.
	2018	82%	35%	+47	51%	+31	90%	37%	+53	54%	+36	.	.	.	.	.
	2019	76%	39%	+37	52%	24	85%	36%	+49	55%	+30	.	.	.	.	.
	2022	49%	28%	+21	46%	+3	43%	28%	+15	48%	-5	.	.	.	.	.
	2023	56%	24%	+32	45%	+11	55%	34%	+21	54%	+1	.	.	.	.	.
Grade 4	2017	63%	23%	+40	41%	22	61%	21%	+40	43%	+18	100%	71%	+29	86%	+14
	2018	68%	31%	+37	48%	+20	58%	28%	+30	48%	+10	93%	77%	+16	89%	+4
	2019	65%	35%	+30	48%	17	72%	32%	+40	51%	+21	98%	73%	+25	86%	+12
	2022	57%	22%	+35	42%	+15	35%	19%	+16	43%	-8	88%	62%	+26	80%	+8
	2023	37%	31%	+6	49%	-12	33%	30%	+3	54%	-21	.	.	.	.	.
Grade 5	2017	30%	20%	+10	36%	-6	35%	22%	+13	43%	-8	.	.	.	.	.
	2018	45%	23%	+22	37%	+8	27%	26%	+1	44%	-17	.	.	.	.	.
	2019	42%	23%	+19	38%	4	51%	29%	+22	46%	+5	.	.	.	.	.
	2022	29%	22%	+7	38%	-9	11%	18%	-7	37%	-26	.	.	.	.	.
	2023	53%	30%	+23	45%	+8	44%	27%	+17	50%	-6	.	.	.	.	.
Grade 6	2017	17%	14%	+3	33%	-16	46%	15%	+31	40%	+6	.	.	.	.	.
	2018	65%	32%	+33	49%	+16	48%	22%	+26	44%	+4	.	.	.	.	.
	2019	51%	27%	+24	47%	4	58%	25%	+33	47%	+11	.	.	.	.	.
	2022	59%	39%	+20	57%	+2	25%	13%	+12	39%	-14	.	.	.	.	.
	2023	57%	29%	+28	46%	+11	64%	27%	+37	48%	+16	.	.	.	.	.
Grade 7	2017	41%	21%	+20	42%	-1	43%	16%	+27	38%	+5	.	.	.	.	.
	2018	34%	24%	+10	40%	-6	49%	20%	+29	42%	+7	.	.	.	.	.
	2019	34%	26%	+8	40%	-6	49%	24%	+25	44%	+5	.	.	.	.	.
	2022	56%	35%	+21	48%	+8	23%	18%	+5	36%	-13	.	.	.	.	.
	2023	64%	35%	+29	48%	+16	75%	33%	+42	52%	+23	.	.	.	.	.
Grade 8	2017	53%	30%	+23	46%	7	58%	14%	+44	22%	+36	83%	33%	+50	59%	+24
	2018	60%	33%	+27	48%	+12	56%	21%	+35	31%	+25	85%	39%	+46	59%	+26
	2019	55%	33%	+22	48%	7	78%	23%	+55	34%	+44	83%	35%	+48	56%	+27
	2022	70%	39%	+31	50%	+20	51%	18%	+33	27%	+24	74%	33%	+41	50%	+24
	2023	75%	47%	+28	56%	+19	73%	32%	+41	43%	+30	74%	29%	+45	48%	+26

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017	45%	9%	+36	15%	+30	55%	13%	+42	22%	+33	.	.	.	.	.
	2019	75%	15%	+60	23%	52	75%	16%	+59	28%	+47	.	.	.	.	.
	2022	36%	12%	+24	20%	+16	33%	13%	+20	24%	+9	.	.	.	.	.
	2023	43%	7%	+36	19%	+24	63%	18%	+45	29%	+34	.	.	.	.	.
Grade 4	2017	42%	7%	+35	13%	+29	42%	8%	+34	17%	+25	100%	57%	+43	69%	+31
	2018	60%	12%	+48	19%	+41	60%	12%	+48	21%	+39	100%	66%	+34	75%	+25
	2019	60%	13%	+47	18%	42	70%	15%	+55	22%	+48	100%	58%	+42	69%	+31
	2022	30%	8%	+22	14%	+16	10%	7%	+3	18%	-8	75%	48%	+27	60%	+15
	2023	21%	12%	+9	21%	0	21%	14%	+7	27%	-6	.	.	.	.	.
Grade 5	2017	30%	5%	+25	9%	+21	20%	9%	+11	15%	+5	.	.	.	.	.
	2018	18%	9%	+9	11%	7	9%	12%	-3	17%	-8	.	.	.	.	.
	2019	27%	8%	+19	11%	+16	40%	13%	+27	17%	+23	.	.	.	.	.
	2023	20%	13%	+7	17%	+3	20%	13%	+7	22%	-2	.	.	.	.	.
Grade 6	2017	10%	4%	+6	7%	+3	30%	4%	+26	11%	+19	.	.	.	.	.
	2018	56%	11%	+45	16%	40	33%	7%	+26	15%	+18	.	.	.	.	.
	2019	38%	9%	+29	15%	+23	17%	6%	+11	15%	+2	.	.	.	.	.
	2022	20%	15%	+5	22%	-2	10%	3%	+7	11%	-1	.	.	.	.	.
Grade 7	2017	14%	7%	+7	11%	+3	36%	5%	+31	10%	+26	.	.	.	.	.
	2018	11%	9%	+2	12%	-1	11%	6%	+5	13%	-2	.	.	.	.	.
	2019	25%	7%	+18	10%	15	11%	7%	+4	13%	-2	.	.	.	.	.
	2022	27%	13%	+14	16%	+11	.	6%	-6	10%	-10	.	.	.	.	.
	2023	25%	14%	+11	17%	+8	38%	15%	+23	21%	+17	.	.	.	.	.
Grade 8	2017	33%	10%	+23	13%	+20	.	2%	-2	5%	-5	.	.	.	.	.
	2018	46%	13%	+33	16%	+30	46%	7%	+39	10%	+36	62%	23%	+39	32%	+30
	2019	22%	12%	+10	15%	7	33%	7%	+26	11%	+22	71%	20%	+51	29%	+42
	2022	30%	14%	+16	17%	+13	30%	7%	+23	8%	+22	80%	21%	+59	25%	+55
	2023	40%	26%	+14	23%	+17	33%	18%	+15	19%	+14	40%	21%	+19	25%	+15

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017	33%	12%	+21	19%	+14	50%	18%	+32	29%	+21	.	.	.	.	.
	2018	84%	25%	+59	33%	+51	84%	30%	+54	40%	+44	.	.	.	.	.
	2019	57%	27%	+30	33%	24	64%	28%	+36	39%	+25	.	.	.	.	.
	2022	50%	25%	+25	33%	+17	50%	27%	+23	36%	+14	.	.	.	.	.
	2023	20%	15%	+5	29%	-9	40%	28%	+12	40%	0	.	.	.	.	.
Grade 4	2018	50%	21%	+29	30%	+20	40%	21%	+19	32%	+8	100%	66%	+34	75%	+25
	2019	88%	26%	+62	33%	55	94%	26%	+68	38%	+56	100%	61%	+39	73%	+27
	2022	50%	18%	+32	29%	+21	17%	16%	+1	31%	-14	100%	56%	+44	65%	+35
	2023	39%	28%	+11	36%	+3	48%	28%	+20	40%	+8	.	.	.	.	.
Grade 5	2018	43%	16%	+27	20%	+23	.	19%	-19	28%	-28	.	.	.	.	.
	2019	17%	13%	+4	20%	-3	60%	20%	+40	30%	+30	.	.	.	.	.
	2022	31%	16%	+15	22%	+9	23%	14%	+9	24%	-1	.	.	.	.	.
Grade 6	2018	17%	17%	0	24%	-7	33%	13%	+20	23%	+10	.	.	.	.	.
	2019	33%	14%	+19	22%	11	29%	16%	+13	26%	+3	.	.	.	.	.
	2022	25%	29%	-4	37%	-12	8%	9%	-1	21%	-13	.	.	.	.	.
	2023	50%	21%	+29	26%	+24	45%	20%	+25	30%	+15	.	.	.	.	.
Grade 7	2018	.	10%	-10	15%	-15	.	10%	-10	20%	-20	.	.	.	.	.
	2019	.	.	.	.	.	20%	13%	+7	21%	-1	.	.	.	.	.
	2022	46%	21%	+25	26%	+20	8%	10%	-2	18%	-10	.	.	.	.	.
	2023	17%	20%	-3	23%	-6	40%	25%	+15	30%	+10	.	.	.	.	.
Grade 8	2023	.	28%	-28	27%	-27	67%	22%	+45	25%	+42	67%	20%	+47	22%	+45

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017	65%	24%	+41	32%	33	84%	27%	+57	37%	+47	.	.	.	.	.
	2018	83%	35%	+48	40%	+43	87%	36%	+51	43%	+44	.	.	.	.	.
	2019	74%	39%	+35	42%	32	83%	36%	+47	44%	+39	.	.	.	.	.
	2022	45%	27%	+18	35%	+10	44%	27%	+17	36%	+8	.	.	.	.	.
	2023	52%	24%	+28	34%	+18	54%	33%	+21	42%	+12	.	.	.	.	.
Grade 4	2017	61%	22%	+39	31%	30	61%	20%	+41	32%	+29	100%	71%	+29	80%	+20
	2018	68%	30%	+38	38%	+30	62%	28%	+34	37%	+25	92%	77%	+15	84%	+8
	2019	65%	34%	+31	38%	27	67%	31%	+36	40%	+27	98%	73%	+25	81%	+17
	2022	54%	21%	+33	30%	+24	33%	18%	+15	31%	+2	91%	62%	+29	72%	+19
	2023	35%	30%	+5	38%	-3	30%	29%	+1	42%	-12	.	.	.	.	.
Grade 5	2017	26%	19%	+7	25%	1	27%	22%	+5	31%	-4	.	.	.	.	.
	2018	45%	22%	+23	27%	+18	26%	26%	0	33%	-7	.	.	.	.	.
	2019	43%	22%	+21	28%	15	52%	29%	+23	36%	+16	.	.	.	.	.
	2022	29%	22%	+7	27%	+2	10%	18%	-8	26%	-16	.	.	.	.	.
	2023	49%	29%	+20	36%	+13	45%	26%	+19	38%	+7	.	.	.	.	.
Grade 6	2017	15%	14%	+1	23%	-8	38%	15%	+23	28%	+10	.	.	.	.	.
	2018	61%	32%	+29	39%	+22	43%	22%	+21	32%	+11	.	.	.	.	.
	2019	50%	27%	+23	37%	13	58%	24%	+34	36%	+22	.	.	.	.	.
	2022	60%	38%	+22	47%	+13	20%	13%	+7	27%	-7	.	.	.	.	.
	2023	60%	29%	+31	36%	+24	68%	27%	+41	37%	+31	.	.	.	.	.
Grade 7	2017	39%	21%	+18	31%	8	33%	15%	+18	26%	+7	.	.	.	.	.
	2018	31%	24%	+7	31%	0	45%	19%	+26	30%	+15	.	.	.	.	.
	2019	33%	25%	+8	31%	2	44%	23%	+21	33%	+11	.	.	.	.	.
	2022	52%	35%	+17	39%	+13	22%	18%	+4	25%	-3	.	.	.	.	.
	2023	64%	34%	+30	39%	+25	78%	32%	+46	41%	+37	.	.	.	.	.
Grade 8	2017	51%	30%	+21	37%	14	54%	14%	+40	18%	+36	77%	34%	+43	49%	+28
	2018	57%	32%	+25	39%	+18	54%	20%	+34	26%	+28	84%	39%	+45	50%	+34
	2019	56%	32%	+24	39%	17	78%	22%	+56	29%	+49	81%	35%	+46	47%	+34
	2022	70%	38%	+32	42%	+28	50%	18%	+32	22%	+28	73%	32%	+41	41%	+32
	2023	73%	46%	+27	48%	+25	71%	32%	+39	36%	+35	70%	29%	+41	40%	+30

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

# 2024 NYSED Charter School Information Dashboard

## Regents Outcomes

Charter School

HARRIET TUBMAN CHARTER SCHOOL

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

### Annual Regents Outcomes

		All Students				ED			
		Total Charter Tested	Harriet Tubman CS	NYS	Differential to NYS	Total Charter Tested	Harriet Tubman CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	21	100%	89%	+11	19	100%	80%	+20
	2021-2022	10	100%	81%	+19	8	100%	68%	+32
	2022-2023	14	100%	83%	+17	10	100%	73%	+27

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

HARRIET TUBMAN CHARTER SCHOOL

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

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Harriet Tubman CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	675	682	101%
2019-2020	675	664	98%
2020-2021	675	643	95%
2021-2022	675	617	91%
2022-2023	675	564	84%

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

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

	SWD			ELL			ED		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2018-2019	11%	25%	-14	16%	30%	-14	88%	94%	-6
2019-2020	10%	25%	-15	17%	30%	-13	82%	94%	-12
2020-2021	10%	25%	-15	6%	30%	-24	84%	95%	-11
2021-2022	12%	26%	-14	15%	31%	-16	82%	95%	-13
2022-2023	14%	26%	-12	14%	31%	-17	85%	96%	-11

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

\*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		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2018-2019	86%	84%	+2	77%	85%	-8	91%	85%	+6	87%	84%	+3
2019-2020	89%	83%	+6	83%	82%	+1	87%	85%	+2	88%	83%	+5
2020-2021	88%	87%	+1	88%	88%	0	82%	88%	-6	87%	87%	0
2021-2022	84%	79%	+5	83%	80%	+3	84%	81%	+3	85%	80%	+5
2022-2023	76%	83%	-7	76%	84%	-8	77%	84%	-7	77%	83%	-6

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

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

*Not applicable to this charter school*

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

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

# 2024 NYSED Charter School Information Dashboard

## Notes

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



# Charter School Fiscal Accountability Summary

## HARRIET TUBMAN CHARTER SCHOOL

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

	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	675	675	675	675	675
Maximum Chartered Enrollment	675	675	675	675	675
Actual Enrollment	682	664	643	617	565

### ASSETS

#### Current Assets

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

Cash and Cash Equivalents	1,047,484	2,597,849	3,235,603	399,521	279,117
Grants and Contracts Receivable	781,033	648,133	799,567	1,290,301	654,632
Prepaid Expenses	298,407	2,674	39,813	26,401	11,836
Other Current Assets	-	-	-	-	-

#### Total Current Assets

Total Current Assets	2,126,924	3,248,656	4,074,983	1,716,223	945,585
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#### Non-Current Assets

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

Property, Building and Equipment, net	442,030	386,512	1,126,867	1,337,768	1,291,247
Restricted Cash	75,000	75,000	75,000	75,000	1,001
Security Deposits	128,900	128,900	128,900	128,900	128,900
Other Non-Current Assets	-	-	-	-	70,495

#### Total Non - Current Assets

Total Non - Current Assets	645,930	590,412	1,330,767	1,541,668	1,491,643
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#### Total Assets

Total Assets	2,772,854	3,839,068	5,405,750	3,257,891	2,437,228
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### 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

Accounts Payable and Accrued Expenses	533,474	647,678	1,069,658	412,536	833,361
Accrued Payroll and Payroll Taxes	529,977	550,861	532,548	515,131	832,848
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	72,504	4,480	58,846	184,837	300,184

#### Total Current Liabilities

Total Current Liabilities	1,135,955	1,203,019	1,661,052	1,112,504	1,966,393
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#### Long-Term Liabilities

Deferred Rent  
 Other Long-Term Liabilities

Deferred Rent	13,440	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-

#### Total Long-Term Liabilities

Total Long-Term Liabilities	13,440	-	-	-	-
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#### Total Liabilities

Total Liabilities	1,149,395	1,203,019	1,661,052	1,112,504	1,966,393
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### NET ASSETS

Unrestricted  
 Restricted

Unrestricted	1,623,909	2,636,049	3,744,698	2,145,387	470,835
Restricted	-	-	-	-	-

#### Total Net Assets

Total Net Assets	1,623,909	2,636,049	3,744,698	2,145,387	470,835
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#### Total Liabilities and Net Assets

Total Liabilities and Net Assets	2,772,854	3,839,068	5,405,750	3,257,891	2,437,228
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### OPERATING REVENUE

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

State and Local Per Pupil Revenue - Reg, Ed	10,856,141	10,725,315	9,707,671	9,795,373	9,461,598
State and Local Per Pupil Revenue - SPED	-	529,406	752,173	581,248	547,906
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	982,945	665,406	976,481	1,553,641	2,066,191
State and City Grants	-	132,117	52,748	49,370	30,221
Other Operating Income	-	155,022	13,146	249,621	608,224

#### Total Operating Revenue

Total Operating Revenue	11,839,086	12,207,266	11,502,219	12,229,253	12,714,140
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### EXPENSES

#### Program Services

Regular Education  
 Special Education  
 Other Expenses

Regular Education	8,597,298	8,046,738	7,142,010	9,354,898	9,777,105
Special Education	1,833,429	1,800,615	1,899,820	2,481,803	2,623,626
Other Expenses	-	-	-	-	-

#### Total Program Services

Total Program Services	10,430,727	9,847,353	9,041,830	11,836,701	12,400,731
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#### Supporting Services

Management and General  
 Fundraising

Management and General	950,364	1,346,764	1,353,126	1,992,490	1,987,961
Fundraising	4,481	1,360	-	-	-

#### Total Support Services

Total Support Services	954,845	1,348,124	1,353,126	1,992,490	1,987,961
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#### Total Expenses

Total Expenses	11,385,572	11,195,477	10,394,956	13,829,191	14,388,692
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#### Surplus/Deficit from Operations

Surplus/Deficit from Operations	453,514	1,011,789	1,107,263	(1,599,938)	(1,674,552)
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### SUPPORT AND OTHER REVENUE

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

Interest and Other Income	1,839	351	386	627	-
Contributions and Grants	-	-	1,000	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-

#### Total Support and Other Revenue

Total Support and Other Revenue	1,839	351	1,386	627	-
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#### Change in Net Assets

Change in Net Assets	455,353	1,012,140	1,108,649	(1,599,311)	(1,674,552)
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#### Net Assets - Beginning of Year

Net Assets - Beginning of Year	1,168,556	1,623,909	2,636,049	3,744,698	2,145,387
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#### Net Assets - End of Year

Net Assets - End of Year	1,623,909	2,636,049	3,744,698	2,145,387	470,835
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### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
 Support and Other Revenue

Operating	17,359	18,384	17,888	19,821	22,503
Support and Other Revenue	3	1	2	1	-

#### Total Revenue

Total Revenue	17,362	18,385	17,891	19,822	22,503
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#### Expenses - Per Pupil

Program Services  
 Management and General, Fundraising

Program Services	15,294	14,830	14,062	19,184	21,948
Management and General, Fundraising	1,400	2,030	2,104	3,229	3,519

#### Total Expenses

Total Expenses	16,694	16,861	16,166	22,414	25,467
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#### % of Program Services

% of Program Services	91.6%	88.0%	87.0%	85.6%	86.2%
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#### % of Management and Other

% of Management and Other	8.4%	12.0%	13.0%	14.4%	13.8%
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#### % of Revenue Exceeding Expenses

% of Revenue Exceeding Expenses	4.0%	9.0%	10.7%	-11.6%	-11.6%
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### FINANCIAL COMPOSITE SCORE

Composite Score

Composite Score	2.21	2.60	2.81	1.23	0.04
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#### BENCHMARK and FINDING:

Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9

2018-19	2019-20	2020-21	2021-22	2022-23
Strong	Strong	Strong	Adequate	Needs Monitoring

### WORKING CAPITAL

Net Working Capital  
 Working Capital (Current) Ratio

Net Working Capital	991,419	2,045,637	2,413,931	603,719	(1,020,808)
Working Capital (Current) Ratio	1.9	2.7	2.5	1.5	0.5

#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

2018-19	2019-20	2020-21	2021-22	2022-23
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

### DEBT TO ASSET

Debt to Asset Ratio

Debt to Asset Ratio	0.4	0.3	0.3	0.3	0.8
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#### BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

2018-19	2019-20	2020-21	2021-22	2022-23
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

Days of Cash

Days of Cash	33.6	84.7	113.6	10.5	7.1
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#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

2018-19	2019-20	2020-21	2021-22	2022-23
Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

### TOTAL MARGIN

Total Margin Ratio

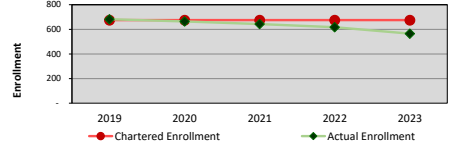
Total Margin Ratio	0.0	0.1	0.1	(0.1)	(0.1)
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#### BENCHMARK and FINDING:

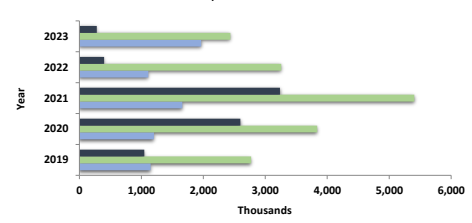
Ratio should be equal to or greater than 0.0

2018-19	2019-20	2020-21	2021-22	2022-23
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

### Chartered vs. Actual Enrollment



### Cash, Assets and Liabilities



### Net Assets

