New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

New Dawn Charter High School II

Renewal Site Visit Dates: November 13 and 14, 2023
Date of Final Draft Site Visit Report: April 30, 2024
Date of Final Site Visit Report: May 8, 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[1]

Name of Charter School	New Dawn Charter High School II
Board Chair	Ronald Tabano
District of Location	New York City (NYC) Community School District (CSD) 28
Initial Commencement of Instruction	Fall 2019
Charter Term	Initial Charter: September 4, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 550 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 350 students
Comprehensive Management Service Provider	None
Facilities	89-25 161st St, Queens, NY 11432 - Public Space
Mission Statement	*The Mission of New Dawn Charter High School II is to provide over-aged and under-credited students 15 - 21 years of age, including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program. Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.*
Key Design Elements	• Curriculum and Instruction • Social/Emotional Learning and Support • College and Career Readiness • School Improvement Engine • Professional Development
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	• Decrease its authorized enrollment from the currently approved 550 to 350 students. • Amend the following Key Design Element: College and Career Readiness: Internship Program (IP) as described in the public notice.

Innovative and Noteworthy Programs: New Dawn Charter High School II (New Dawn II), located in Queens, New York, is a transfer high school designed to serve under-credited and/or overaged students. The school serves this unique student population through an extended day and extended school year, a literacy-rich curriculum, full inclusion special education and English language learner support services, a comprehensive social emotional learning and college-and-career readiness programming to supplement academics and promote student engagement, and a strong school culture of shared accountability. The school also provides an important lifeline for the mental and physical well-being of the students enrolled. The school has been an important advocate for rethinking existing and adopting alternative metrics of

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

academic success for alternative educational models to give appropriate weight to the unique challenges of the school's target population, particularly in four-year graduation rates and the current definition of on-track to graduate metrics.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grade 9	Grades 9 - 10	Grades 9 -11	Grades 9 - 12	Grades 9 -12
Total Approved Enrollment	150	240	340	400	550

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	Grades 9 -12	Grades 9 -12	Grades 9 -12	Grades 9 -12	Grades 9 -12
Total Proposed Enrollment	350	350	350	350	350

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**

[2] This proposed chart was submitted by the New Dawn Charter High School II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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 one-day renewal site visit was conducted at New Dawn Charter High School II on November 13, 2023. The New York State Education Department's CSO team conducted interviews with the board of trustees, school leadership team, academic support team, and New Dawn II students.

The team conducted six classroom observations. The observations were approximately 20 minutes in length and conducted jointly with principal and CSO team. 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, and complaints, and corrective action plans.

BENCHMARK ANALYSIS

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

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

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

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

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

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

Summary of Findings

- New Dawn Charter High School II (New Dawn II) is currently in the fifth year of operation as a transfer high school (a school which serves under-credited, over-age students). During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:

  New Dawn II exhibits strong curriculum and instruction practices, with high-quality instructional leadership, support for teachers, and a commitment to constant improvement of curriculum and instructional practices. The school demonstrates quality social emotional learning and student-centered support practices, evident through a strong school culture and commitment across staff to a student-centered approach to student support. All staff members contribute to both academic and non-academic programming toward fulfilling the school's mission and key design elements. The school has upheld financial and board governance oversight practices and with no compliance issues.

- **Summary of Challenges**:

  Graduation rates are a persistent problem at the school caused by attendance, and long-term absences, which the school acknowledges and has adapted strategies to address the unique challenges facing the student population. The school has formalized policies and procedures carried out by the attendance committee members who work closely with school leaders to review the daily attendance of all students in the school. Students who have not been in school and do not respond to communications sent by the school, counselors, mentors and/or school leaders are visited at home. Home visits are conducted regularly to re-engage the student with the school community. During the 2023-2024 school year, attendance and engagement will be the problem of practice for the school. Additionally, the school is enrolling more English language learner(s) (ELL) who are classified as newcomers. Teachers and instructional leaders are developing specific supports for both ELL as well as scaffolding and literacy supports in the content area classes.

Benchmark 1: Student Performance

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

Finding: Approaches

Over the charter term, the trajectory for this benchmark has been consistent as an Approaches due to the fact that this is a transfer school in its first term, and it can take well into a second term, for this type of school, before enough data is collected to support a Meets rating.

Summative Evidence for Benchmark 1:

New Dawn II is a transfer high school (a school which serves the challenging population of under-credited, over-age students) and its key metrics include the difference between the 4-, 5-, and 6-year graduation rates. Over the current term, the school's Annual Regents exam results show passing rates approaching or sometime exceeding NYS, except for the most recent year 2022-2023, when passing rates at the school declined. A comparison of the difference in graduation rates by cohort show the impact of the school in the student's outcome, with the 2017 cohort rate increasing by +19 percentage points from four year to six year and the 2018 cohort also increasing by +19 percentage points but only from four year to five year. It is reasonably expected that the upcoming six-year outcome for the 2018 cohort will show a further increase.

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 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

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- HS:
  - New Dawn II maintains a curriculum that is fully aligned to the Next Generation Learning Standards (NGLS) with embedded NYSED NGLS blueprint assessments, structures, and focus skills into the curriculum. Advisory curriculum is aligned to the Career Development and Occupational Studies (CDOS) Standards CDOS and New York State (NYS) Social Emotional Learning (SEL) Benchmarks, along with the relevant New York State Next Generation Learning Standards (NYSNGLS). New Dawn II uses a robust curriculum review and revision process that occurs at the conclusion of each semester and is in response to Regents and final assessment data. The director of curriculum & instruction (DCI) meets with teachers to collect their impressions of the pacing and skills for each assessment period, then creates a draft of the revision for the entire team to review, and finally publishes the new maps after the teaching team and administrative team give their final approval.
  - New Dawn II employs a literacy-rich curriculum, with content, instruction, and pacing intentionally designed to 'catch up' below-grade level students while simultaneously preparing students for the rigors of Regents assessments.
  - Comprehensive social emotional learning is provided through an Internship Program (IP) and an Advisory program curriculum, which addresses soft skills, such as resilience and self-awareness, and college-and-career readiness, through an internship program which not only will assist place students in on-the-job experiences but supplements with personal skills such as college application support, resume writing and mock interviews, project-based learning models in a number of to encourage student engagement and support cross-discipline learning.

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

- SWD:
  - New Dawn II uses a full-inclusion model, with all special education services provided via push-in services, along with co-taught courses.
  - Special education staff coordinate directly with general instructional staff to ensure differentiation of instruction and full inclusion of students with disabilities.
- ELL:
  - New Dawn II uses an Integrated English as a New Language (ENL) model, with all English language learner services provided via push-in services and Targeted ENL for English Language Learners
  - Additional ENL services are provided via technological options, including personal computers with real-time translation services and differentiated instruction.
  - Foundations of English (Grades 9), ELA Lab (Grades 10-12), and READ 180 (Grade 9): These are either one or two semester courses (based on the need of the student) that all nonproficient students can take to fill the enormous reading level gap demonstrated on baseline testing. Regardless of credit level, students in Grade 9 who are very far below grade level (Grade 6 or lower) will be enrolled in Read 180. Following completion of READ 180 in Semester 1, students are placed in the Foundations of English for Semester 2, or if still very far behind the second semester of READ 180. ELA Lab supports ELL students as an extra support based on NYSESLAT results and/or assessment by the English teachers, ENL teacher, and school leader. Foundations of English and ELA Lab are co-taught with an ELA teacher as the lead and the ENL teacher pushing-in, in recognition that ELL students will benefit from the strategies that the ENL teacher is able to implement to address English language acquisition.

Summative Evidence for Benchmark 2:

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

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has a rigorous and coherent curriculum and assessments that are aligned to the NYSLS for all students. Teachers engage in strategic practices and decision-making 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.

1. Element: ***Curriculum***:
   - **Indicator a:** In the renewal application, New Dawn II describes its documented curriculum to include resources that are fully aligned to the NYSNGLS with embedded assessments, structures, and focus skills into the curriculum. Specialized Advisory Curriculum is aligned to the CDOS Standards and NYSSEL Benchmarks, along with the relevant ELL supports. The ELA Curriculum are adapted from the curricular modules from EngageNY, including resources from instructional materials deemed high quality. New Dawn II is not a traditional grade-level system; therefore, all courses are designed in a progression based on performance and credit load, designed to prepare students be eligible to take the English Regents exams. The course offerings described are not determined by grade level, but by credits accrued. Foundations of English (Grades 9), ELA Lab (Grades 10-12), and READ 180 (Grade 9): These are either one or two semester courses based on need. Students below grade level will complete a structured reading intervention sequence with ongoing review points to move students toward completing grade-level units and Regent's preparation. ELA Lab serves ELL students as an extra support, depending on their NYSESLAT results and/or assessment by the English teachers, ELL teacher, and school leader. Notably, Foundations of English and ELA Lab are co-taught with an ELA teacher as the lead and the ELL teacher pushing-into content classes.
   - **Indicator b:** The renewal application offers a robust description of the curriculum revision, alignment process, and results for each subject area. Focus groups teacher members confirmed that they are provided with a scope and sequence that is aligned to the CCLS, NGLS, NYS P-12 Standards and the NYC Scope and Sequence documents. These scope and sequence documents are the "Core Maps" to each course offered at New Dawn II. These core maps include all the content that teachers are required to cover over the course of the semester. From these core maps, teachers design lesson plans for the week. Weekly lesson plans are uploaded to Chalk using lesson plan template and reviewed by the principal, instructional coach, and DCI. The DCI and principal are responsible for returning feedback to teachers, citing the Danielson rubric (Domain 1). This part of the cycle provides personalized planning support for teachers to ensure teachers are delivering the highest quality data-driven lesson plans each day. The DCI and principal consult about a variety of student data during the feedback process (exit tickets, unit preassessments, interim assessments, etc.) and ensure that differentiation methods are appropriate and effective for all learners. Teachers use the feedback to revise and resubmit the lesson plan in Chalk.

   - **Indicator c:** As indicated on the renewal application and validated by the focus groups, The curricular alignment at New Dawn II is not traditional, in the sense that courses are sequential and tailored based on student-learning progression and credit accumulation. Students enter with a variety of credit accruals in different subject areas; therefore, schedules are individualized to make their potential to graduate and move on to college or career in the most expedient time possible

and thus are dependent on the individual needs of each student. Regents' courses are prioritized so students who may need extra time to review for the exams and make up interruptions have the support they need to be prepared. According to the renewal application, horizontal alignment occurs in courses that are traditionally two semesters, or one year in length. Algebra I, Living Environment, Earth Science, and U.S. History and Government are examples where a horizontal alignment is reviewed annually for course changes and consistency. These courses, with the exception of Algebra, are reviewed against the NYCDOE's Scope and Sequence, and Social Studies courses Global History and Geography II and U.S. History and Government, additionally the NYS Social Studies Framework.

- **Indicator d:** School leaders and teachers discussed how they utilize common planning time and the co-teaching model to allow for differentiated instruction to meet rigorous content. Focus groups shared that students entering New Dawn II enroll with significant challenges in reading and math. Differentiation is an essential component to their approach to instruction. During classroom observations it was evident that all courses at New Dawn II are inclusion-based which include a special education teacher, an ELL teacher who pushes-in, and interventionists to support general education teachers allowing for students to work together in small groups. Daily common-planning time serves as the primary opportunity to share strategies for instruction, differentiated assignments based on language acquisition, translation devices, and pedagogical approaches. Focus groups shared that the school has contracted with math and ELL monthly to confer, model, and provide feedback on differentiation for all staff and those working in targeted support. Additionally, monthly department meetings address students who are far-below grade level, master grade level concepts. This was confirmed during classroom observations when students were observed working on content at different levels. The school support team also discussed the intervention classes, utilizing specific curriculums, as a key method of differentiation.
- **Indicator e:** New Dawn II uses a robust curriculum review and revision process that occurs at the conclusion of each semester and is in response to Regents and final assessment data. The director of curriculum & instruction (DCI) and principal meets with teachers to collect their impressions of the pacing and skills for each assessment period, then creates a draft of the revision for the entire team to review, and finally publishes the new maps after the teaching team and administrative team give their final approval. Focus groups reported that the goal of the review process is to discuss recommendations for changes in the curriculum that allow teachers to meet the needs of all students. In both the ongoing review and the comprehensive annual review, scope and sequence, pacing guides and unit themes/essential questions are discussed and evaluated during this process to determine what, if any, additional refinements need to be made at that time or in the following year. As noted above, the Curriculum Design Process Protocol is being used with all departments to ensure that revision, participation, and reflection are inherent in the reviews.

2. Element: ***Instruction***:
    - **Indicator a:** All teachers and leaders spoke to the common and collaborative approach to student-centered instructional practices to maximize student engagement. New Dawn II's overarching instructional model is the Workshop Model which draws from a philosophical base and facilitates differentiated and individualized instruction known to be highly effective with at-risk populations as well as with accelerated students. As evidenced in the classroom observations, teachers work with each group as needed in guided instruction addressing their needs and utilize formative assessment techniques to inform instructional decisions and where teachers can evaluate how much each student understands on applying the lesson's skill and are able to make connections between topics.

- **Indicator b:** New Dawn II's student body is comprised of students with a long history of educational disengagement and persistent academic failure. Focus group participants spoke to the importance of ensuring that all students are provided with an instructional program that reverses this trajectory. As evidenced in the classroom observation, within the survey data, and most importantly during the student focus group, New Dawn II delivers a responsive high school academic program that combines academic coursework with real life work experience, career development/internship program, and an opportunity to make authentic life changes for all students. The staff exhibits a tangible committed to re-engaging students in their own futures and thus motivating them to stay in high school so that they will graduate with a Regents or Local Diploma (as indicated on a student's IEP), prepared to move forward on their individual paths—be it post-secondary options. As noted by the student focus group members, the students feel they have a voice in what they are learning.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** As evidenced in the renewal application, during focus groups, and during classroom observations, New Dawn II implements a balanced assessment protocol to inform curricular and instructional decision-making to promote and improve student achievement. Teachers incorporate a system of diagnostic, formative, interim and summative student assessments in their individual classrooms. Assessments and data are made accessible for collaboration partners to create action plans or effective modifications for students who need intervention. Individualized plans are monitored for student growth and students develop portfolios in advisory class to guide and monitor their college career readiness goals, internship placement, and for postsecondary planning. Additionally, New Dawn II administers the NYSITELL, NYSESLAT, and Regents' exams. Students who will be attending college can take the PSAT, SAT and ACT.
   - **Indicator b:** New Dawn II prioritizes the use of qualitative and quantitative data to inform instruction to improve student outcomes. As evidenced in the renewal application and discussions on the focus groups, New Dawn II utilized the Technical Education Research Centers (TERC) model which provides guidance on how to use data to inform instruction. New Dawn II has several active professional learning community (PLC) groups dedicated to evaluating qualitative and quantitative data regularly. The PLC leads work with the DCI and the school principal to review student data as practice for their work with their PLC groups using the TERC Using Data Dialogue. Data is disaggregated and analyzed, and new strategies are developed as a group to make schoolwide changes. Additionally, student assessment data is analyzed for each subject areas to determine a series of "focus standards" based on student performance in these assessments and build interventions to build student efficacy in the skills embedded in the standards.

     Furthermore, teams develop problems of practice to engage with during peer observations and PLC team meetings. The goal of this robust approach is to constantly work in a "treatment" phase: find the problem, prescribe a solution, and then reflect on the effectiveness of the remedy. If interventions are working, they are scaled, if not then the problem of practice is workshopped and tested gain.
   - **Indicator c:** School leaders discussed how they use data, particularly student passing rates on Regents' exams, to adjust curriculum and other aspects of programming in order to improve outcomes. One example cited was the addition of more ELL assessments and supports to assist with the number of multilingual learners they are serving.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** All staff at New Dawn II demonstrate visible support for diverse learners. Student support team focus group members spoke to a range of supports provided to students based on individualized need, including push-in, intervention classes using use of formative and summative data, and differentiated materials that allow students to access material at their reading levels. The school is effective at providing specially designed instruction (SDI) to students, which are affected by attendance issues. The school is prepared for IEP meetings with information that allows teams to develop individualized IEPs for students. Communication is effective and the school is particularly responsive to emails, phone calls, and document requests in a timely manner. In fact, the NYCDOE's information about the CSE reports that New Dawn Charter High School II has strong communication with families and ensures parent participation in IEP meetings. When students participate in IEP meetings, they share positive experiences, and they are aware of the school's curriculum, expectations, and graduation requirements. They also express that they learn a great deal from their internships. The school partners with the CSE and is responsive to their requests. However, the school sometimes does not have data for its students, especially those who have long-term absences. Specially designed instruction also appears to be an area of growth for the school.
    - **Indicator b:** Focus groups with student support staff and teachers cited the school's small size as allowing them to easily communicate about individual students and discussed the use of Jupiter to track all staff's touchpoints with individual students and families as a primary way that they keep each other up to date. The provided schedule indicates weekly time set aside for discussing individual students in addition to the more informal conversations. Student success rate and retention has improved.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

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

During this SV the CSO SV team observed that the school offers family and student outreach programs and support, along with student counseling.

1. Element: ***Behavior Management and Safety:***
    - **Indicator a:** As evidenced in the focus groups and classroom observations, New Dawn II's approach to discipline is a progressive one. The school's discipline policy is grounded in a student-centered learning approach and is viewed and treated as a learning opportunity is not punitive. The school's objective is to eliminate barriers that would keep them from coming to and staying in school. All staff work to establish a supportive environment where rules are clearly stated and where students have opportunities to improve their behavior without jeopardizing their chances for success. New Dawn II shared overall school culture goals include: a) developing a culture that supports and respects students from very diverse backgrounds to impact their ability to learn; b) continuing to support the ongoing Positive Behavioral Interventions and Supports (PBIS) program through the reinforcement of positive behaviors; c) further implementing and training staff on the school's Progressive Discipline Policy; d) continuing to build positive relations and close connections with parents and families; e) providing a safe environment in terms of physical health (including 12 COVID-19 pandemic health and safety protocols), emotional health and safety; f) continuing to develop buy-in of staff through the Facilitative Leadership opportunities and service on committees; and g) strengthening mentoring and advisory programs. Students focus group members reported feeling and being safe at the school and in the 2023 NYC School Survey, 98 percent of students said that their teachers treated them with respect, 90 percent said when their "teachers tell me not to do something, I know they have a good reason," and 94 percent reported feeling that discipline is applied fairly in the school.
    - **Indicator b:** The overwhelming majority of student (90 percent), teacher (94 percent) and family (97 percent) stakeholders all responded favorably to the 2023 NYC School Survey to New Dawn II's being a safe place. As evidenced in the 2022 Midterm Site Visit Report, "Stakeholders, including students, regularly reported that the school was safe." The report also noted that school culture was felt so strongly by students that it became a self-regulating force in their adhering to the code of conduct. School stakeholders report not only feeling physically safe in school, but also feeling that they belong, that they are respected, that their unique backgrounds are celebrated and reflected inside and outside the classroom and that students know that the adults in the school care about their emotional well-being is a testament to the strong culture that New Dawn II has established at the school.
    - **Indicator c:** As evidenced on the renewal application, student and family feedback on the 2023 NYC School Survey and other indicators demonstrate that New Dawn II's school environment is safe and free from harassment and discrimination. Teachers responded positively to questions regarding the school's supportive culture and appreciation of diversity. In the 2023 NYC School Survey, 83 percent of students say that students at their school rarely or never harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status, because of their gender, gender identity, gender expression, or sexual orientation or because of other differences, like disability or weight. In the same survey, 97 percent of families reported that they feel their child is safe, the same percent said their child "feels like they belong at this school" and 94 percent of families strongly agreed/agreed that their child's "race, ethnicity, culture or background is valued at the school."

      Students emphasized the family-like community created by the school, particularly through the School's Mentorship model." In addition, according to the School Safety and Educational Climate reports, there were no incidences of discrimination, harassment, bullying or cyberbullying in 2021-2022, 2020-2021 or 2019-20. All teachers and staff engage in PD throughout each year regarding the requirements of the Dignity for All Students Act (DASA) and the school's policies and procedures regarding discipline, harassment and discrimination, and DASA is integrated into health and advisory classes for students. New Dawn II school community members participate in

a training provided by the director of Finance and human resources to ensure that there is a shared understanding of the school's policies and expectations regarding bullying, harassment and discrimination. New Dawn II has a McKinney Vento Coordinator and a DASA Coordinator to ensure that reporting requirements are met and to support students.

- **Indicator d:** As evidenced by focus group members and classroom observations there is clear evidence of structured, orderly classrooms, with clear lesson plans and objectives. Students regularly demonstrated an understanding of school and classroom rules and expectations, were prepared for and engaged in instruction. Teachers keep students highly engaged in instruction through student-centered pedagogical practices, use of the workshop model, individual conferencing, and whole group engagement, to keep students focused on instruction and prevent disruptive behavior. The model keeps the lesson moving and students engaged. Teachers are also cognizant about engaging in culturally responsive instruction and are committed to incorporating culturally responsive curricula, learning experiences and materials that celebrate and elevate students of color, linguistically diverse students, single parent/multi-generation/LGBTQ+ families and individuals and differently abled people. Leaders believe that as a result of the collaborative process, on the 2023 NYC School Survey 100 percent of teachers strongly agreed/agreed that they are "able to ensure instruction represents multiple perspectives, cultures and backgrounds." Ninety-four percent of their students strongly agreed/agreed that their "teachers use examples of students' different cultures/backgrounds/families in their lesson to make learning more meaningful for me."

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** School leaders and teacher focus group members discussed a range of methods for family communication and engagement, including home visits, regular phone calls, and supports for the whole family. The support team focus group members also discussed the addition of a full-time community liaison team to better support these interactions. New Dawn II's parent coordinator has the responsibility for engaging with families and students right from the moment they inquire about the school as prospective applicants and plays an integral role in student recruitment to support this intake process. Once a student has been accepted into New Dawn II, the parent coordinator meets individually with each new family and helps them through the enrollment process. New Dawn II also connects families with community resources, such as childcare resources, and other programs, agencies, and organizations. After orientation, parents can visit the school any time they wish. School functions for students and families are hosted throughout the year.
   - **Indicator b:** The teacher focus group members discussed regular communication with families is a requirement for all staff as well as the accommodations to make for parents and families to effectively engage with the school. New Dawn II also acknowledged parents need additional methods of communication to remain informed about their students' progress in school. The use of the Jupiter Ed as an online platform for students and parents to communicate with all families makes staying in touch, alerts, and monitoring easy and accessible. The system is available in a variety of other languages, additionally, there is a provider through the NYC DOE that will interpret for parents.
   - **Indicator c:** Focus group discussions revealed that student and parent feedback are taken very seriously by school staff. The NYC School Survey results are reviewed and reflected upon annually to support positive changes for students and the school community. New Dawn II also regularly seeks feedback from parents, students and teachers via informal surveys that enable school leadership and staff to reflect on potential changes to improve school programs and operations. An example cited is the revision request to add a CTE Culinary Certification program which was

informed by a family survey administered to solicit parent feedback on such a program specifically and CTE certification programs generally.

- **Indicator d:** As evidenced in focus group discussions and on the renewal application, regular contact with New Dawn II families is a requirement for all staff members. When a family member is not satisfied with a situation, or has a problem, there are a variety of in-school "point people" who can address that family's concerns. The first step is for the parent to speak to their student's teacher. Teachers are required to follow up with parents in a timely manner. If the parent is not satisfied with the teacher interaction, they can speak with any school leader. If the parent still does not find a satisfactory result to the issue, they can speak with the executive director (ED). If all avenues at the school level are exhausted, the parent can appeal to the board chair. These procedures and all methods of contact are described to parents annually, along with contact information for the NYSED CSO where they can turn if they cannot find an acceptable solution at the school level.
- **Indicator e:** Discussions with the leaders and teachers described the approach to transparency and reflection as one that ensures that students, families and other school stakeholders are made aware of how the school is doing at any given time. Throughout the charter term, most school stakeholders (i.e., students, parents and teachers) have responded favorably to questions in the NYC School Survey. New Dawn II recognizes the need to keep parents and families informed not only about school-level performance, but also about the achievement and growth of their individual children. New Dawn II is active in the charter networks build awareness and support for transfer high schools. They are also involved in community activism. Communication is designed to build awareness of the work that transfer high schools do to provide better opportunities for at-risk youth. New Dawn II also shares data with faculty and staff, including at weekly meetings where faculty members discuss student progress and pedagogical techniques and in PLC cohorts to discuss instructional strategies and improve capacity to provide effective feedback to students and peers.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** The renewal application describes a range of social-emotional support available to students. These include schoolwide programs such as advisory and mentoring, as well as the Internship Program to support the social emotional needs of students. New Dawn II has established several systems and programs to support students' social emotional needs starting with a staffing model that includes a designated team who is responsible for ensuring student's social emotional needs are met. This team is led by the dean and is supported by three counselors and the student wellness coordinator. The focus group discussions framed the advisory curriculum and program as a key support for students' SEL growth that connects them to the school community and the community at large. As seen in the classroom observations, the Internship Program's goal is to develop student relationships with the community at large.

      Students work with College and Career Readiness coordinators and their advisory teacher to achieve success in their placement. Additionally, it is through the Mentoring Program where all students are assigned a mentor, a New Dawn II staff member, who is their personal advocate and works with them to identify and discuss personal, school-based or home-based issues that may be preventing them from being successful in school. Mentors reach out to students who have not attended school or are having trouble in their classes. When students cannot solve a conflict on their own, they may participate in a peer mediation session with the principal and selected peers. This program allows students to work through the conflict by using a peer-mediation protocol.

This process is effective in that students allow each other to be heard and work through the problem to reach agreements about how they will interact in and out of school.

- **Indicator b:** School leaders reported monitoring a range of social-emotional data points, including attendance, engagement, and referrals. The renewal application and focus group discussions described the PLC cohorts that meet to discuss lesson plans, instructional rounds, data driven instructional practices and students. The PLC facilitator will alert the Attendance Committee and school leaders if a specific student needs assistance beyond teacher and mentor interventions. These groups are an important part of the data collection process f for school leadership. It is through these committees that leadership can make recommendations for further interventions. This data is available to teachers so they can refer a student they are concerned about to the School Leadership Team (SLT) which is comprised of the principal, dean, and lead counselor. The SLT will determine appropriate next steps and will involve teachers and other staff as deemed appropriate to help a teacher design a behavior intervention plan or provide additional resources related to the root of the problem regarding the student. It is often through the SLT that a plan is developed with the referring teacher to improve attendance, behaviors, or academics. The main platform for this data is Jupiter. Additionally, in the 2023 NYC School Survey, students affirmed the effectiveness of social emotional support that New Dawn II was providing. 94 percent of students strongly agreed/agreed that they knew "where to go at my school if I need additional support with my mental health," 87 percent strongly agreed/agreed that "there is time at school to talk about feelings and emotions," and 92 percent strongly agreed/agreed that "there is at least one adult in the school that I can confide in." Further, 97 percent of parents strongly agreed/agreed that "my child's school will make me aware if there are any concerns about my child's social or emotional well-being."
- **Indicator c:** School leader focus group members discussed the impact of individual programs on student engagement. School leaders collaborate closely with stakeholders to assess how programming impacts social and emotional health of the student body. Several committees and programs were created specifically to collect, measure, and analyze data on each student who attends New Dawn II. These committees help school leaders make programmatic decisions based on the feedback received regarding students. New Dawn II consistently reviews, prescribes, and reflects on its programmatic decisions to better support the social-emotional well-being of its students.

Benchmark 4: Financial Condition

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

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

New Dawn Charter High School II is part of the New Dawn Charter Schools education corporation. New Dawn Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. New Dawn Charter Schools' 2022-2023 composite score is 2.39.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	-
2019-2020	2.64
2020-2021	2.29
2021-2022	2.34
2022-2023	2.39

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

Summative Evidence for Benchmark 5:

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

According to the renewal application and discussions with the focus groups, the board audit, and finance committee have exercised strong oversight of the school's fiscal operation and demonstrated responsible and vigilant stewardship of the public funds that have been entrusted to it. The school's finance committee has been and continues to be comprised of individuals who possess the requisite skills, knowledge, and experience to oversee the school's budget and management of the school's assets. The board carries out its fiscal due diligence and financial stewardship of New Dawn II through the finance committee which is mandated to provide appropriate board oversight of the school's finances and to ensure accurate and comprehensive financial reporting to the full board. The finance committee works closely with the New Dawn Charter School (NDCS) executive director, NDCS director of finance and human resources (HR) and the school's financial service provider in providing oversight, guidance and support during the budget creation process, presenting budget recommendations to the board, monitoring implementation of the approved budget monthly and recommending proposed budget revisions, when necessary. The finance committee meets monthly with the NDCS executive director, NDCS director of finance providing HR with the necessary monthly financial statements, enrollment data and variances from budget to allow it to evaluate the financial health of the school and progress towards operating within the approved budget. The finance committee then communicates the results of the finance committee meetings to the board at its regular monthly meetings and recommends actions to the board, as necessary. The audit committee oversees and organizes the annual audit and works closely with the executive director and director of finances & HR. New Dawn II has an approved Financial Policies and

Procedures (FPP) manual which ensures sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB) and delineates the process by which all financial matters at the school will be handled and by whom. The FPP provides the guidelines and controls designed to mitigate risk and liability to New Dawn II. The school's financial service provider reviews the internal accounting system monthly and conducts periodic internal audits of the daily transactions.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** As described in the renewal application, the board of trustees oversees both schools. The board has strategically recruited and selected board members with skills and expertise that meet the needs of both schools. NDCS's board has evolved since New Dawn's inception in 2012 to respond to changes in needs and circumstances, including the opening of New Dawn II in 2019. Over the course of New Dawn II's charter term, the board has remained quite stable with two trustees stepping down, one resigning after his term ended because a career change prevented him from devoting the time necessary for service and the most recent resignation because of work commitments. The board shared that they recruited an individual to replace the most recent board member who stepped down. This individual is a professional chef who is a CTE advisor to the North Carolina Department of Education and will bring relevant expertise to the board as New Dawn II looks to roll out its Culinary CTE program.
   - **Indicator b:** The renewal application and the focus groups both described that it is through the board's annual and triennial strategic planning process, that the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the mission and educational philosophy. In addition, the board has responded to changes in each school's needs and circumstances, as well as the observations, criticisms and recommendations of its authorizer, to improve its governance, operations and academic programs. Since the inception of its first school, New Dawn, and continuing with the addition of New Dawn II, NDCS has engaged in ongoing strategic planning using real-time, short-term, long-term and trend data to inform improvements in governance, academic programming, operations and most importantly, student outcomes at both schools. This commitment to continuous improvement in each NYSED Performance Framework benchmark is embedded in the agenda of each board meeting; i.e., each agenda item is linked to one or more specific benchmarks which, in turn, are connected to the school's mission and goals, and all board discussions are singularly focused on plans and activities to achieve or exceed each benchmark. By linking board agenda items to specific benchmarks, NDCS not only ensures that board discussions drive the school towards improved student outcomes but also reinforces to board members' their oversight responsibilities on a benchmark-by-benchmark basis.

     Board focus group members spoke about authorizing the 2020-2023 Strategic Plan that identified areas of strength and improvement and outlined detailed processes that were to be implemented to ensure New Dawn II (and New Dawn) supports a high level of performance. The Strategic Plan has informed board decision-making by addressing both short-term and long-term identified needs and the steps necessary to achieve identified objectives, particularly supporting improved academic outcomes in both schools. As such, the board, NDCS ED and DCI and each school's leadership engage in strategic planning on an annual basis using real-time, short-term, long-term and trend data to inform revisions to the three-year Strategic Plan in areas of governance, academic programming, and operations to improve student outcomes.
   - **Indicator c:** Described in the focus group and in the renewal application, the board exercises active oversight of New Dawn II's management, fiscal operations and progress toward meeting

academic and other school goals. The board has recognized clear distinctions between its oversight role and the management role of the executive director and each school's leadership and staff. To this end, the board supports the executive director and each school's leadership in managing day-to-day school operations while providing effective supervision and ensuring that each school focuses on achieving its mission and charter goals., CSO site visit team review of board minutes, highlighting board meeting discussions show that the board clearly provides supervision and guidance while leaving managerial decision-making to the executive director and each school's leadership and staff. The board's active oversight is evidenced at its meetings. Each agenda item is linked to one or more specific accountability benchmarks to ensure that board discussions and actions are focused on school effectiveness and improvement. The board hears and considers reports on academic progress, operational stability and fiscal soundness from leadership and staff, and it uses the dashboard to ensure that decisions are data informed. The executive director's regularly mare presentations and staff members routinely attend board meetings, and the board encourages their participation and input.

- **Indicator d:** Leaders shared that school policies are reviewed annually and updated as needed. Board policies are typically created or modified in response to school needs, changes in laws and regulations and/or changes in school or community circumstances. The team described how the board worked closely with the executive director and each school's leadership to review and adjust the discipline policy to better integrate Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice principles and practices into each school's culture and, later, to adjust to changes in behavior management needs when each school pivoted to remote learning in Spring 2020. The board also created new policies to adjust health and safety protocols and practices in response to the COVID-19 pandemic. The board also worked with the executive director and each school's leadership team to update NDCS by-laws and related documents to ensure compliance with the NYS Not-for-Profit Corporation Law. (e.g., the need to establish policies related to health, safety and remote learning in response to the COVID-19 pandemic). Review of policies can be initiated by either the board or each school's leadership team, but all new policies and/or changes in existing policies must be approved by the full board and then submitted for approved to the NYSED CSO, where necessary, before being implemented. Typically, the executive director or a board committee will be tasked by the board with creating or modifying a policy. The executive director or committee presents a draft policy at a board meeting and upon preliminary approval, the policy is vetted by legal counsel and other appropriate experts before being submitted in final form for approval by the full board.
- **Indicator e:** The focus groups reiterated what was written in the renewal application, with the board utilizing a performance-based evaluation process for evaluating itself, school leadership and providers. The board completes a self-evaluation every year using the research-based McKinsey and Company Board Self-Assessment Tool. The self-evaluation requires board members to assess their performance in a range of areas, including understanding of and commitment to the school's mission; consideration of the school's mission in developing policy and making decisions; distinguishing between governance activities appropriate for the board and management activities appropriate for staff; identifying and using appropriate expertise to guide decision-making; fiduciary oversight; financial planning; monitoring school performance; relations with school leadership and key staff members; legal and regulatory compliance; and running effective meetings. In each area, board members are required to provide evidence to support their self-assessment results. During a designated portion of a regularly scheduled board meeting, the board discusses each board member's responses in each area and develops a completed board evaluation document that outlines strengths and areas of challenge. The board self-

evaluation findings are used to set board goals for the upcoming year and to inform modifications to the school's Strategic Plan.

The board reviews the performance of the executive director regularly and has authorized the executive director to oversee evaluation of each school's principal and other school staff. In evaluating the executive director, as well as the school's overall performance, the board considers information in reports by the executive director and other senior administrative staff presented at each board meeting on progress (including student results on state and internal assessments) and changes or improvements made to support school improvement. An annual evaluation of the executive director is conducted by the board in executive session using the Open School Project Rubric. The board discusses the results of the evaluation with the executive director, and they work collaboratively to establish goals for the coming year which are integrated into the Strategic Plan. New Dawn II's board assesses its contracted services providers/vendors at least annually by interviewing program staff who work with each provider concerning their views on the success of the relationship, how well the services provided aligned with contract requirements and quality of services delivered. The board also reviews reimbursements to ensure that proper payments have been made. Once the review is completed, results of the review help the board determine whether a subsequent contract with the service provider/vendor will be modified, terminated, or renewed.

- **Indicator f:** The focus groups and the renewal application both refer to the board as a highly knowledgeable, highly engaged and high functioning governing body. All members are fully aware of their legal and fiduciary responsibilities as board members of a public institution. Board members have participated in several professional development (PD) programs and activities to improve their understanding of the legal responsibilities of the board and the two schools they govern, including trainings and other PD opportunities offered by NYSED, the NYC Charter School Center, the Lawyers Alliance and others. Several of these PD events focused on laws about Conflict of Interest, which resulted in modifications to the school's Conflict of Interest policy. The NDCS board has operated in compliance with the requirements for size, public notice, Open Meetings Law, Code of Ethics and Conflict of Interest and all requirements of its governing by-Laws. Evidence of compliance is reflected in the board minutes and copies of public notices regarding board meetings that are posted (including on the school's website and electronic calendar) to inform the community. The board and NDCS executive director and each school's leadership team are cognizant of their responsibilities to oversee New Dawn II's and New Dawn's operation in accordance with their approved charters, and regularly consult with NDCS' independent legal counsel, its authorizer, and other local charter support entities in every effort to maintain compliance.

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

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

1. Element: ***School Leadership:***
   - **Indicator a:** Site visit focus group members, the NYSED approved organizational chart, and the renewal application indicate that the current SLT is headed by a central administration team at

the education corporation level which support both NDCS's transfer charter high schools, New Dawn and New Dawn II. This central administrative team is comprised of the executive director, the director of finance and HR, the director of student support services for College and Careers, the director of student support services for special education, the director of operations, instructional coach, and the data specialist. The SLT also includes New Dawn II-level leaders, specifically the New Dawn II principal, and the dean. The SLT is comprised of a balance of executive, instructional, social-emotional and operation/business functions. New Dawn II's ability to obtain staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning has been strengthened by the fact that it has had tremendous leadership stability.

Specifically, the central administration executive director and DCI were the founding members and thus steeped in the mission, vision, and goals of New Dawn transfer charter schools. In addition, New Dawn II has had stability in its school-level leadership and has benefited from its initial leaders having been inter-school hires from New Dawn bringing their charter school leadership experience and commitment to the New Dawn mission and vision. The team described the process to appoint a new principal adding to the stable leadership at both the central administration and school levels. Throughout the year, there are regularly scheduled opportunities to continue to build a shared vision among the school's leadership and staff and work towards continual improvement across all areas of the school's operations using the school's SIE process including whole staff trainings, departmental meetings, individual staff meetings, data meetings, etc., as all these meeting and PD opportunities always tie back to the mission and the ultimate goals to which we are accountable, that of improving school and life outcomes for the very unique population of students we serve. Teacher responses on the 2023 NYC School Survey indicate that the leadership has been effective in communicating the school's mission and goals. With 100 percent of New Dawn II teachers completing the 2022 survey, 94 percent said the principal "communicates a clear vision for their school." The same percent of teachers said the principal "sets high standards for student learning" and 83 percent said the principal "...makes clear to the staff their expectations for meeting instructional goals."

- **Indicator b:** According to the current organization chart for New Dawn II, the board is the oversight and policy-making body for New Dawn II and is ultimately responsible for the academic, operational, and fiscal success. The board is involved in the governance of and not the management of the school. The board may delegate certain responsibilities and duties to the centralized administration executive director and team at the central administration level under the conditions that (1) they operate with oversight from the board and (b) that the board retains ultimate responsibility and accountability for the actions of any person to whom responsibility has been delegated, and for any and all obligations, programs, and policies of the school. The chart is organized with centralized leadership at the education corporation level that provides executive, instructional, operational and fiscal oversight, direction and support to both schools within the network. This centralized leadership includes: the executive director, the DCI, the director of finance and HR, the directors of Student Support Services for special education and for College and Careers, the director of operations, instructional coach, and the data specialist. Through this centralized structure, the board delegates overall academic, fiscal and operational oversight of the two charter schools, New Dawn and New Dawn II, to the executive director.

  Supporting the ED in the academic and SEL oversight and support of the two schools are the DCI, the directors of Student Support Services (for Special Education and for College and Careers), instructional coach, and the data specialist. The director of finance and HR and the director of

operations support the ED with operational and fiscal oversight and support of both schools and the entire network. At the school level, the New Dawn II principal reports directly to the executive director. The New Dawn II school level leadership team includes the principal, the dean and the College and Career Readiness coordinators. With support from centralized staff, the principal and his leadership team are responsible for setting the tone for the building culture, developing PD, supporting teachers and staff and dealing with student issues. The principal works with the executive director, the director of finance and HR and director of operations to fulfill all financial responsibilities of the school, overseeing the hiring, termination, and evaluation of staff, and ensuring the building is functioning. School-level staff are responsible for their areas of expertise. Student instructional intervention and support personnel (special education, ELL, counseling, and internship) are responsible for these activities, although all staff in the building act as mentors to a small group of students. Special education teachers meet with students and parents.

- **Indicator c:** In addition to the focus group members, the renewal application states that New Dawn II is committed to open communication with all stakeholders including staff, families, students and the larger community and provides multiple formal/informal opportunities and structures for the school leadership to engage in dialogue with staff, parents/families, students and other stakeholders and shares information about individual and school-wide performance and school initiatives/ programs. The leaders describe regular contact with staff, students, parents, community, and the board. Administrators meet weekly to outline tasks and upcoming deadlines. Every Friday, there is a "House Keeping" meeting after school where all issues impacting the school and culture are discussed. Any time there is a new initiative, a committee of administrators, teachers and support staff is created to steer the initiative through to success. Every Sunday a Weekly BLAST! is emailed to all staff consisting of reminders, schedules and upcoming activities using an automated communication system, students and parents are alerted to upcoming activities in the school. The school staff also includes deans, counselors and a parent coordinator all with responsibilities that include ensuring ongoing communication with parents. There is an Outreach Team at the central administration level shared by the schools who conduct home visits for students who are LTA or are struggling with attendance.
- **Indicator d:** The school leader focus group members and the renewal application described the process for recruitment and hiring. The director of finance and HR establishes a broad and diverse applicant pool for all positions and recruits from a variety of means, including posting open positions with career placement centers at colleges and graduate schools of education, attending teacher recruitment fairs held by different organizations including the NYCDOE, hosting in-house job recruitment fair, posting open positions on the school website as well as the many career and job posting websites like SchoolSpring, ZipRecruiter, Eskolta, Idealist, Craig's List, posting on the NYC Charter School Center, and other charter school resource websites and through board and leadership contacts. We also encourage staff to refer high quality candidates to us. Once an appropriate candidate has been identified (certification or experience checked, resume shows solid experience at a transfer or similar school or working with a similar student population, etc.), a phone interview is set up. All new candidates engage in a demo lesson where students and teachers participate in the process. These observers are asked for their opinions and if they would want to attend a class taught by the applicant. Those who observed the demo lesson are involved in the conversation, then decide about whether to move the candidate forward. Once references have been checked and a decision is made about the candidate and a job offer is ready to be made, everything is given to the director of finance and HR for onboarding. All employment forms are digitized and scanned to ensure that all the federal, state, and city forms are completed. Fingerprints are requested through NYSED TEACH, which is a requirement for employment. Certification is checked with TEACH. In the event employment is offered to someone who is

currently not NYS certified but is certified from another state or who has extensive teaching experience, their information is given to the NYC Charter School Center Certification Division to begin the process of getting them certified. Once fingerprinting has cleared, the individual can begin work. New Dawn II makes a significant investment in retaining teachers and non-instructional staff. Leaders shared that they prioritize providing staff with high quality PD to build their professional, instructional and leadership capacities.

2. Element: ***Professional Climate:***
   - **Indicator a:** At the time of the site visit the school was nearly fully staffed, leaders shared that any open position had potential applicants in the review process for employment. The New Dawn II principal serves as the instructional leader of the school. New Dawn II has core content teachers in social studies, science, ELA, math and specials (PE/health, art, and Hindi) in addition to core content staff, teachers and support staff that work in the special education department, counseling, and college and career readiness. In the support areas, these professionals work with students through the Advisory Program and Internship Program and provide instructional support to SWD and ELL. Central administration instructional coaches work directly with New Dawn II teachers building their instructional capacities. Operational staff ensure that the "behind the scenes" activities of school operations are consistent with NYC regulations (such as cooperating with NYC School Food and Office of Pupil Transportation). Security staff, which are outsourced and contracted by the school, check in visitors and ensure the safety of the school environment. Finance staff include all of the operations required to manage billing and requisitions for the school. The finance staff also work with the executive director in preparation for the audits that are regularly conducted by authorizers and the NYSED. The director of finance and human resources and ED work closely together with the outsourced financial service provider to ensure that all the needs of the school are met.
   - **Indicator b:** Leaders and teachers described numerous opportunities to collaborate throughout the weekly schedule. Each teacher has two prep periods, plus a common lunch with the entire staff. In addition to the prep periods, common time is scheduled three to four times per week for collaboration. Teachers are in PLC cohorts, where this time is used to collaborate on lesson plans, internal instructional rounds, and peer review. Leaders shared that PLCs will be focused on mentoring, attendance, and increasing student engagement. Teacher responses on the 2023 NYC School Survey confirm the opportunities for collaboration with their colleagues. 78 percent of the teachers strongly agreed/agreed that "they design instructional programs (for example, lessons and units) together"; 87 percent strongly agreed/agreed "at their schoolteachers make a conscious effort to coordinate their teaching with instruction at other grade levels"; and 100 percent strongly agreed/agreed that "at their school the principal, teachers and staff collaborate to make the school run effectively."
   - **Indicator c:** Leaders and teachers shared that that the New Dawn II principal, with support from the DCI and New Dawn principal, designs PD initiatives to ensure students' needs are being met. The structures around PD are multi-tiered and highly reflective and include the following: Whole Staff, weekly whole group training throughout the year. The weekly meetings serve to connect to issues regarding students or events that need follow up activity. Department meetings are held bi-weekly with the principal, DCI, and instructional coach to discuss instructional design, data, and pedagogical practice. These meetings ensure that consistency is present in the teacher procedures and curriculum design, as well as alignment with the NGLS. Individual Teacher Meetings are bi-monthly (more often for a novice or struggling teacher) with the principal and instructional coach to discuss their individual practice and classroom informal walk-throughs, mini observations and formal observations. School Administration Manager (SAM). Leaders shared

that New Dawn II participates in the National SAM Innovation Project where the principals sit with their SAM to review their schedule and ensure that the majority of their time is focused on issues of instruction. Additionally, New Dawn II works with coaches to provide on the ground support for content area teachers as school leadership may co-facilitate courses with less experienced teachers to provide live coaching and modeling within the classroom. New Dawn II teachers indicate that the quality of their PD they receive at the school is high. According to responses on the 2023 NYC School Survey, 94 percent of teachers strongly agreed/agreed that "their PD experiences this year have included enough time to think carefully about, try and evaluate new ideas" and 89 percent strongly agreed/agreed that "their PD experiences this year have included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from the school" and "…with peers and/or mentors from other schools"; and 83 percent strongly agreed/agreed that "their PD experiences this year have directly related to their students' needs." Finally, 83 percent of teachers strongly agreed/agreed that "their PD experiences this year have been sustained and coherent."

- **Indicator d:** Teachers and leaders reported that New Dawn II is committed to transparency at all levels of school operations to support honest discussions and viable methods of problem solving as a community. To ensure that all community members are working to their best abilities, an evaluation system is in place that includes peer monitoring (PLC cohorts), informal walk-throughs, mini-observations and formal observations. All staff are trained on these systems throughout the year. The principal is evaluated by the executive director through an evaluation tool designed specifically for each school's principal, and teachers are evaluated by the principal using the Danielson Framework for Teaching. Teachers are evaluated using the Danielson Framework, with two formally scheduled observations and one unannounced observation, in addition to mini-observations and walkthroughs during the school year. The principal meets with the staff individually to discuss the observation by providing immediate feedback collected during the visit, including the use of video-taping lessons for teachers to use as evidence when they self-assess for post-observation meetings. The entire system of progress monitoring is based on the observable, plus a reflective conversation between the staff member and their supervisor. These frequent meetings and reflective practices are an integral part of the New Dawn II culture, and every staff person is dedicated to improving their practice and being more effective for students. During the pandemic, a modified Danielson Framework was used to assess virtual teaching. Teacher responses on the 2023 NYC School Survey indicate that teachers feel supported by leadership in improving their instructional practice. Eighty nine percent of teachers strongly agreed/agreed that "the principal/assistant principal provides formative feedback to improve practice" and 100 percent of teachers strongly agreed/agreed that "the principal/assistant principal provides support for teachers to implement formative feedback."
- **Indicator e:** Focus group discussions and the renewal application describe the importance of feedback and that the team solicits faculty feedback in both informal and formal ways. New Dawn II administers the NYC School Survey to teachers annually and the leadership closely reviews the responses. The 2023 NYC School Survey results (where the school had a 100 percent teacher participation rate) indicated that teachers value New Dawn II: 95 percent of teachers said that they usually look forward to each working day at the school and 100 percent said that they recommend their school to other teachers as a place to work. Additionally, 83 percent of teachers said the principal encourages feedback through regular meetings with parent and teacher leaders. Finally, leadership has an open-door policy and faculty know their feedback is welcome and will be heard.

3. Element: ***Contractual Relationships***:
    - **Indicator a:** n/a
    - **Indicator b:** n/a
    - **Indicator c:** Although the school has no contractual relationship with established partners as per charter agreement, they do have external providers for professional learning. As evidenced in the renewal application, the board evaluates school partners and contracted external providers along with the executive director. The executive director seeks input from school staff who work directly with the partner or provider concerning their views on the success of the relationship, any challenges they experienced and any improvements in services they recommend. The executive director reports these findings to the board who then evaluates the services delivered by the partner or external provider against the contract to ensure all terms of the contract have been met and that proper payments, as applicable, have been made. Once the evaluation of the partner or provider is completed, the board then decides whether to renew, revise or terminate the contract with the partner or provider for the subsequent year.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

1. Element: ***Missions and Key Design Elements:***
    - **Indicator a:** All focus group participants, including students, had a clear understanding of the mission to provide overaged and under-credited students 16-21 years of age, including those who are ELL and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program. Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.
    - **Indicator b:** All submitted documents, focus groups, and CSO classroom observations confirmed the school's insistence of its consistent implementation of its key design elements. The renewal application describes the school's process of implementing these key design elements and applying them to both instruction and student promotion.
        - There are several literacy-rich program which were evident in observed classrooms that had a focus on text, student focus group participants citing the ability to take customized course sequences, and teachers' focus on Regent's data.
        - An intensive data-driven intervention program for students with fewer credits was also observed taking place at the school (inside and outside the classroom).
        - Social/emotional growth, a daily advisory and mentoring was cited by teachers and the student support team as taking place at the school.
        - Balanced instruction integrated into the workshop model was also showcased by the instruction taking place in the classroom.
        - In the classroom observations, the internship program was observed discussed with the school leadership team as a focus around school culture.
        - There are also key design elements relating to a daily common planning time and professional development embedded in the classroom and although not observed in class, both the leadership and the teachers in their focus groups say they are implemented and effective.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to low overall enrollment and declining retention rates.

1. Element: ***Targets are met:***
   Indicator a: Throughout the current charter term, New Dawn II has consistently enrolled all three subgroups, SWD, ELL, and ED students at rates equal to or exceeding that of the DOL, NYC CSD 28. Currently, 2022-2023, the school is +19 percentage points for SED, equal for ELL students, and +8 for ED students in comparison to the DOL.

2. Element: ***Targets are not met:***
   - **Indicator a:** Throughout the current charter term, New Dawn II has not sufficiently enrolled the number of students needed to satisfy their overall enrollment obligations, and the school is currently, 2022-2023, at 57 percent of their contracted enrollment. The school had a decline in retention rates for all students and all subgroups from 2021-2022 to 2022-2023. Currently, the school is -29 percentage points below the DOL for overall retentions, -31 for SWD, -41 for ELL, and -29 for ED students.

- **Indicator b:** The school has implemented extensive recruitment strategies and program services to attract and retain students at large and SWD, ELL and ED students. The school successfully outreaching to the new wave of fresh immigrants to NYC, most of them non-English speaking. The school continues to reach out to families and work with CSE in recruiting students with disabilities. Recruitment strategies (including marketing materials and social media information) for all students, including SWD, ELL and ED, are conducted in both English and Spanish (with translators for/translations in other languages of the community as needed) and include the following:
    - "Year-round Open Houses include presentations by school leadership, instructional leaders, intervention teachers and members of New Dawn II's counseling team and allow prospective students and their families to experience our program live and in action. These events are held at varying times to accommodate families and students. Interested applicants can complete applications while at the school session and assistance is provided."
    - Attending Transfer School Fairs which have consistently yielded a number of prospective students who ultimately enrolled in New Dawn II.
    - "Establishing relationships with high schools which welcome our recruitment of their students who if they remain with them will negatively impact their APRs."
    - "Using social media (our Facebook page and our school website) where information on our school, programs and enrollment procedures are posted as well as our schedule of upcoming Open Houses at the school and transfer school fairs where New Dawn II will be in attendance. Many students who have ultimately enrolled in New Dawn II contacted us through social media."
    - A significant portion of students arrive based on the realities of the OA/UC population we serve. Unlike traditional charter schools, the recruitment and admissions season is year-round and continuous enrollment to admit students throughout the year.
    - Also New Dawn II students recommend the school to family members and friends. The relationships we have developed with local schools has also been an integral part of our ongoing recruitment plan.
- **Indicator c:** The school's School Improvement Engine key design element extends to recruitment, enrollment, and retention policies and practices, meaning these principals are constantly in a cycle of evaluation and improvement and it is evaluated annually by the school.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improvements in compliance with federal, state and local regulations and compliance with teacher certification requirements and fingerprinting clearance.

1. Element: ***Legal Compliance:***
    - **Indicator a:** CSO site visit team reviews of school documents, and focus group members described New Dawn II has consistently followed relevant laws and the commitments of its charter. To ensure compliance, specific systems and practices have been established. Board members and school leadership have access to variety of sources to ensure they remain current regarding regulations and laws through consultation with outside experts (NYSED, the NYC Charter School Center and attorneys), memberships in relevant professional organizations and a variety of list-serves, newsletters, and online resources. The board has internal expertise to ensure that New Dawn II remains in compliance including members with deep experience in charter school leadership and operations, charter school and nonprofit governance and financial reporting. The board chair and NDCS executive director are responsible for tracking and informing the board about changes in regulations and requirements. The board and school leadership also review the charter regularly to ensure that the school is complying with its commitments. Additionally, leaders shared that New Dawn II's facility is compliant will all federal, state and local regulations. The building, which was secured and renovated during the current charter term, is ADA-compliant. Its insurance carrier conducts an annual facility review to renew insurance coverage on the building which assures that the facility meets state and federal requirements. The building undergoes annual fire inspections by the NY Fire Department and, to date, New Dawn II has passed all fire inspections. New Dawn II controls entry to and exit from its building by requiring that all visitors present a valid photo ID, sign in to enter the building and sign out to exit it. These security requirements were revised and upgraded in response to the COVID-19 pandemic, and

building-wide security, visitor and health and safety policies are consistent with current regulations and guidance from the New York Governor's office, NYSED, the Federal CDC and the NYS Department of Health. New Dawn II has a Building Level Safety Plan aligned with Project SAVE and reviewed annually by school leadership. The Safety Plan outlines how New Dawn II's staff and students must respond in an emergency. All staff are trained in the plan and appropriate information from the plan is shared with students and families. New Dawn II has a process in place to ensure that the school remains in compliance with teacher certification requirements, and it is fulfilling its obligation. No fingerprinting clearance issues are noted for the school for the school year 2022-2023.

- **Indicator b:** CSO reviews of school documents, including the renewal application and leader focus group members, showed that New Dawn II has not been issued any Notices of Concern or Deficiencies by the NYSED CSO. The board and executive director work to ensure the school follow all legal requirements. When a law or requirement is changed, the board chair and/or executive director meet with attorneys, accountants and/or curriculum experts to confirm the school complies and, if not, work to make adjustments necessary to achieve compliance. Based on legal counsel's review, the school revised all letters sent home for disciplinary purposes to ensure compliance with statutory protective requirements for SWD. Additionally, as a result of this review, the school revised its Discipline Policy which was sent to NYSED CSO for approval. Finally, leaders discussed that the board determined that New Dawn II's maximum authorized enrollment needed to revise downwards in order for the school to be in compliance with its charter (this is a revision request in the current renewal application).
- **Indicator c:** Leaders shared that during the current charter term, New Dawn II submitted a revision request to add a Culinary CTE track to its academic program to the CSO, currently under review. Additional revision requests (submitted and approved in 2021) were changes to the organizational chart to add a DCI; updating the board by-laws and student discipline policy to reflect policy updates and changes in Education law; and temporary modification to use new software to the internship program since students could not attend on-site internships during the COVID-19 pandemic. Internships have since returned in-person.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
NEW DAWN CHARTER HIGH SCHOOL II	342800861147	227

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Comprehensive 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 28
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	89-25 161ST ST, JAMAICA, NY, 11432
Website:	www.newdawnchsqueens.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - QUEENS
Regent:	Judith Chin
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MS. SARA M ASMUSSEN
CEO Phone:	347-505-9102
CEO Email:	sasmussen@ndchsbrooklyn.org
BOT President:	MR. RONALD TABANO
BOT President Phone:	212-209-6036
BOT President Email:	rtabano@jvlwildcat.org
Institution ID:	800000090257

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

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
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

NEW DAWN CHARTER HIGH SCHOOL II

2023 3-8 Assessments; 2022 4 Year Graduations

New Dawn CHS II			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Transfer High School	+/- 5	Independence HS	.	.	.	-27
		Jill Chaifetz Transfer HS	.	.	.	-23
		Mott Haven Community HS	.	.	.	-52
		West Brooklyn Community HS	.	.	.	-19
		Mean	.	.	.	-30
	+/- 7.5	Arturo A Schomburg Satellite Academy Bronx	.	.	.	-23
		Bronx Community HS	.	.	.	-20
		Brooklyn Democracy Academy	.	.	.	-28
		Bushwick Community HS	.	.	.	-23
		Cascades HS	.	.	.	-30
		James Baldwin School-A School for Expeditionary Lrnir	.	.	.	-55
		Liberation Diploma Plus	.	.	.	-25
		New Dawn CHS	.	.	.	-29
		New Visions Aim CHS I	.	.	.	-27
		New Visions Aim CHS II	.	.	.	-13
		Mean	.	.	.	-27
	+/- 10	Brooklyn Bridge Academy	.	.	.	-21
		Brooklyn Frontiers HS	.	.	.	-38
		Brooklyn HS for Leadership and Community Service	.	.	.	-20
		Concord HS	.	.	.	-29
		Forsythe Satellite Academy	.	.	.	-36
		Harlem Renaissance HS	.	.	.	-17
		Harvey Milk HS	.	.	.	-62
		Metropolitan Diploma Plus HS	.	.	.	-20
		Pathways Academy	.	.	.	-21
		Professional Pathways HS	.	.	.	-24
		Mean	.	.	.	-29
Mean			.	.	.	-28

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

NEW DAWN CHARTER HIGH SCHOOL II

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	New Dawn CHS II	NYS	Differential to NYS	Total Charter Tested	New Dawn CHS II	NYS	Differential to NYS	Total Charter Tested	New Dawn CHS II	NYS	Differential to NYS	Total Charter Tested	New Dawn CHS II	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	21	90%	93%	-3	9	89%	90%	-1	.	.	.	.	20	90%	92%	-2
	2020-2021	15	100%	97%	+3	7	100%	96%	+4	.	.	.	.	13	100%	97%	+3
	2021-2022	34	74%	63%	+11	15	67%	42%	+25	.	.	.	.	28	71%	56%	+15
	2022-2023	30	23%	57%	-34	9	22%	35%	-13	7	14%	40%	-26	25	20%	50%	-30
English Language Arts (Common Core)	2020-2021	11	100%	99%	+1	.	.	.	.	.	.	.	.	11	100%	99%	+1
	2021-2022	28	82%	84%	-2	13	85%	63%	+22	5	80%	58%	+22	25	84%	78%	+6
	2022-2023	57	49%	77%	-28	19	47%	52%	-5	14	29%	40%	-11	49	47%	69%	-22
Geometry (Common Core)	2019-2020	7	100%	98%	+2	.	.	.	.	5	100%	97%	+3	7	100%	97%	+3
Global History	2019-2020	10	100%	98%	+2	6	100%	95%	+5	.	.	.	.	8	100%	97%	+3
	2020-2021	8	100%	100%	0	.	.	.	.	.	.	.	.	8	100%	100%	0
	2021-2022	25	72%	81%	-9	10	50%	57%	-7	.	.	.	.	18	72%	74%	-2
	2022-2023	36	64%	74%	-10	12	42%	44%	-2	5	60%	48%	+12	32	66%	64%	+2
Living Environment	2019-2020	32	97%	96%	+1	17	100%	93%	+7	.	.	.	.	27	100%	95%	+5
	2020-2021	17	100%	98%	+2	5	100%	97%	+3	.	.	.	.	16	100%	98%	+2
	2021-2022	26	69%	76%	-7	10	60%	53%	+7	.	.	.	.	21	71%	67%	+4
	2022-2023	30	43%	63%	-20	10	20%	36%	-16	.	.	.	.	25	40%	52%	-12
Physical Setting / Earth Science	2019-2020	18	100%	97%	+3	7	100%	95%	+5	.	.	.	.	17	100%	96%	+4
US History and Government	2020-2021	9	100%	100%	0	.	.	.	.	.	.	.	.	7	100%	100%	0
	2021-2022	41	100%	100%	0	21	100%	100%	0	5	100%	100%	0	39	100%	100%	0
	2022-2023	68	71%	82%	-11	19	63%	60%	+3	10	70%	60%	+10	56	71%	74%	-3

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NEW DAWN CHARTER HIGH SCHOOL II

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS
ELA	2016	34	6%	88%	-82	13	0%	66%	-66	5	0%	69%	-69	32	6%	84%	-78
	2017	79	19%	89%	-70	28	18%	69%	-51	11	18%	75%	-57	71	20%	86%	-66
	2018	88	17%	87%	-70	37	24%	71%	-47	17	18%	68%	-50	70	20%	83%	-63
	2019	109	40%	81%	-41	35	43%	56%	-13	29	38%	54%	-16	91	40%	75%	-35
Global History	2016	34	9%	84%	-75	13	8%	60%	-52	5	0%	63%	-63	32	9%	80%	-71
	2017	79	29%	87%	-58	28	36%	66%	-30	11	18%	69%	-51	71	30%	84%	-54
	2018	88	32%	86%	-54	37	38%	72%	-34	17	18%	68%	-50	70	29%	83%	-54
	2019	109	50%	82%	-32	35	57%	68%	-11	29	45%	63%	-18	91	46%	79%	-33
Math	2016	34	26%	88%	-62	13	23%	64%	-41	5	20%	72%	-52	32	28%	85%	-57
	2017	79	46%	90%	-44	28	46%	69%	-23	11	36%	79%	-43	71	45%	88%	-43
	2018	88	50%	91%	-41	37	51%	76%	-25	17	24%	78%	-54	70	50%	89%	-39
	2019	109	70%	90%	-20	35	74%	74%	0	29	72%	73%	-1	91	69%	87%	-18
Science	2016	34	35%	87%	-52	13	31%	64%	-33	5	20%	66%	-46	32	34%	83%	-49
	2017	79	53%	90%	-37	28	64%	70%	-6	11	36%	74%	-38	71	52%	87%	-35
	2018	88	53%	91%	-38	37	65%	77%	-12	17	24%	73%	-49	70	53%	88%	-35
	2019	109	70%	90%	-20	35	83%	77%	+6	29	55%	70%	-15	91	70%	88%	-18
US History	2016	34	0%	84%	-84	13	0%	61%	-61	5	0%	61%	-61	32	0%	79%	-79
	2017	79	6%	85%	-79	28	11%	66%	-55	11	0%	67%	-67	71	6%	81%	-75
	2018	88	26%	84%	-58	37	43%	69%	-26	17	12%	67%	-55	70	29%	80%	-51
	2019	109	39%	80%	-41	35	46%	64%	-18	29	34%	64%	-30	91	42%	76%	-34

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS II	NYS	Differential to NYS
2016 Cohort	4 Year	34	0%	85%	-85	13	0%	63%	-63	5	0%	63%	-63	32	0%	80%	-80
	5 Year	37	0%	88%	-88	16	0%	69%	-69	5	0%	70%	-70	32	0%	83%	-83
	6 Year	34	9%	89%	-80	16	13%	72%	-59	5	20%	71%	-51	30	10%	85%	-75
2017 Cohort	4 Year	79	0%	86%	-86	28	0%	65%	-65	11	0%	70%	-70	71	0%	81%	-81
	5 Year	78	8%	89%	-81	31	16%	72%	-56	9	0%	75%	-75	64	8%	85%	-77
	6 Year	77	19%	90%	-71	29	28%	73%	-45	9	0%	76%	-76	62	21%	86%	-65
2018 Cohort	4 Year	88	5%	87%	-82	37	5%	69%	-64	17	0%	70%	-70	70	6%	82%	-76
	5 Year	89	24%	89%	-65	35	31%	74%	-43	17	12%	74%	-62	67	21%	85%	-64
2019 Cohort	4 Year	109	20%	86%	-66	35	23%	69%	-46	29	21%	68%	-47	91	21%	82%	-61

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

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

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

New Dawn CHS II	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	55	7	13%	20	2	10%	8	0	0%	47	6	13%
2018	78	13	17%	31	5	16%	17	1	6%	69	12	17%
2019	53	21	40%	17	7	41%	13	6	46%	48	20	42%
2020	71	25	35%	17	4	24%	6	2	33%	65	22	34%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW DAWN CHARTER HIGH SCHOOL II

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Dawn CHS II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	150	96	64%
2020-2021	240	145	60%
2021-2022	340	223	66%
2022-2023	400	227	57%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New Dawn CHS II	NYC CSD 28	Differential to District	New Dawn CHS II	NYC CSD 28	Differential to District	New Dawn CHS II	NYC CSD 28	Differential to District
2019-2020	36%	17%	+19	21%	17%	+4	89%	75%	+14
2020-2021	35%	16%	+19	21%	16%	+5	92%	76%	+16
2021-2022	37%	16%	+21	15%	15%	0	84%	74%	+10
2022-2023	34%	15%	+19	15%	15%	0	81%	73%	+8

**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		
	New Dawn CHS II	NYC CSD 28	Differential to District	New Dawn CHS II	NYC CSD 28	Differential to District	New Dawn CHS II	NYC CSD 28	Differential to District	New Dawn CHS II	NYC CSD 28	Differential to District
2020-2021	85%	89%	-4	77%	86%	-9	95%	85%	+10	85%	91%	-6
2021-2022	90%	89%	+1	90%	85%	+5	97%	87%	+10	90%	89%	+1
2022-2023	59%	88%	-29	53%	84%	-31	45%	86%	-41	59%	88%	-29

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

New Dawn CHS II		All Students			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2019 Cohort	4-Year	13	0	0%	5	0	0%	13	0	0%

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

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.

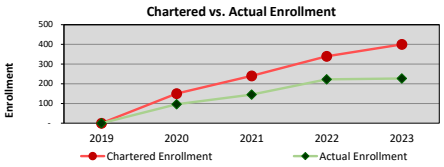
(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

(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

NEW DAWN CHARTER HIGH SCHOOL II

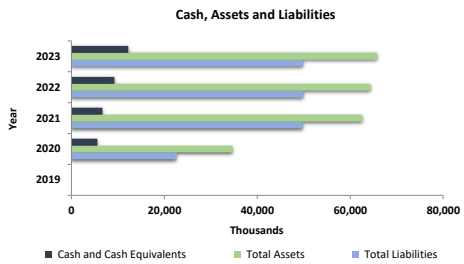
	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	-	9	9-10	9-11	9-12
Maximum Chartered Grades Served	-	9-12	9-12	9-12	9-12
Chartered Enrollment	-	150	240	340	400
Maximum Chartered Enrollment	-	550	550	550	550
Actual Enrollment	-	96	145	223	227

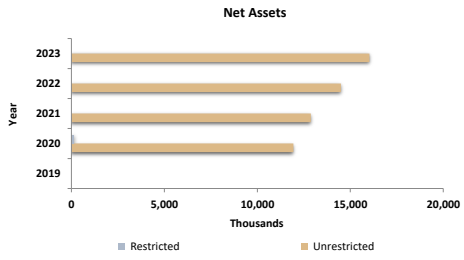


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

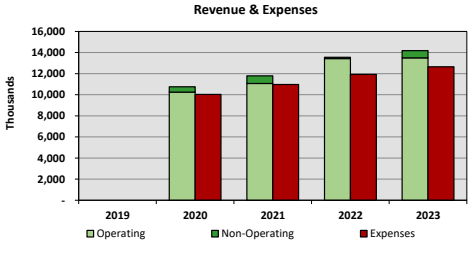
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	5,583,029	6,687,357	9,257,129	12,240,736
Grants and Contracts Receivable	-	463,893	361,215	716,763	756,593
Prepaid Expenses	-	147,098	293,636	340,676	13,307
Other Current Assets	-	263,300	85,608	125,248	74,304
Total Current Assets	-	6,457,320	7,427,816	10,439,816	13,084,940
Non-Current Assets					
Property, Building and Equipment, net	-	24,068,180	25,659,552	24,894,752	24,067,974
Restricted Cash	-	3,798,302	2,291,245	835,864	887,132
Security Deposits	-	375,000	171,300	171,300	171,300
Other Non-Current Assets	-	-	27,044,754	27,995,593	27,579,121
Total Non - Current Assets	-	28,241,482	55,166,851	53,897,509	52,705,527
Total Assets	-	34,698,802	62,594,667	64,337,325	65,790,467
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	585,417	517,767	667,949	777,559
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	646,915	376,784	388,241	371,252
Total Current Liabilities	-	1,232,332	894,551	1,056,190	1,148,811
Long-Term Liabilities					
Deferred Rent	-	1,113,053	-	-	-
Other Long-Term Liabilities	-	20,284,942	48,823,364	48,783,741	48,613,409
Total Long-Term Liabilities	-	21,397,995	48,823,364	48,783,741	48,613,409
Total Liabilities	-	22,630,327	49,717,915	49,839,931	49,762,220
NET ASSETS					
Unrestricted	-	11,942,200	12,876,752	14,497,394	16,028,247
Restricted	-	126,275	-	-	-
Total Net Assets	-	12,068,475	12,876,752	14,497,394	16,028,247
Total Liabilities and Net Assets	-	34,698,802	62,594,667	64,337,325	65,790,467

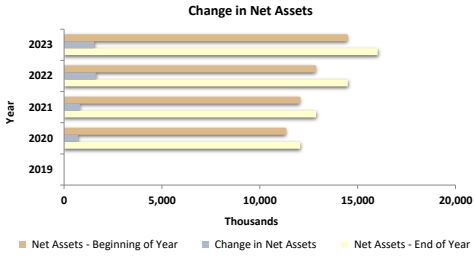




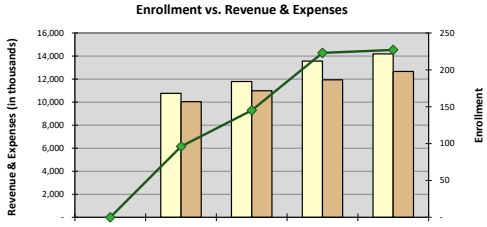
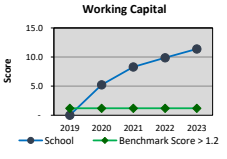
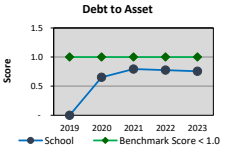
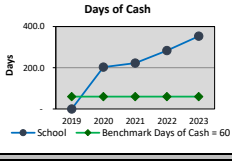
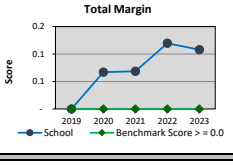
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	6,803,995	7,043,333	8,109,291	8,747,847
State and Local Per Pupil Revenue - SPED	-	2,013,694	2,263,626	2,640,217	2,475,939
State and Local Per Pupil Facilities Revenue	-	584,186	827,110	1,136,955	1,387,472
Federal Grants	-	847,613	504,553	1,007,568	882,878
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	436,667	537,087	-
Total Operating Revenue	-	10,249,488	11,075,289	13,431,118	13,494,136
EXPENSES					
Program Services					
Regular Education	-	4,303,824	4,784,130	5,048,369	6,093,305
Special Education	-	4,049,415	4,692,360	5,294,302	5,060,426
Other Expenses	-	-	-	-	-
Total Program Services	-	8,353,239	9,476,490	10,342,671	11,153,731
Supporting Services					
Management and General	-	1,683,956	1,502,434	1,588,867	1,499,237
Fundraising	-	-	-	-	-
Total Support Services	-	1,683,956	1,502,434	1,588,867	1,499,237
Total Expenses	-	10,037,195	10,978,924	11,931,538	12,652,968
Surplus/Deficit from Operations	-	212,293	96,365	1,499,580	841,168
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	162,478	58,489	109,359	-
Contributions and Grants	-	345,082	6,508	11,703	26,579
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	646,915	-	663,106
Total Support and Other Revenue	-	507,560	711,912	121,062	689,685
Change in Net Assets	-	719,853	808,277	1,620,642	1,530,853
Net Assets - Beginning of Year	-	11,348,622	12,068,475	12,876,752	14,497,394
Net Assets - End of Year	-	12,068,475	12,876,752	14,497,394	16,028,247





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	106,766	76,381	60,229	59,446
Support and Other Revenue	-	5,287	4,910	543	3,038
Total Revenue	-	112,053	81,291	60,772	62,484
Expenses - Per Pupil					
Program Services	-	87,013	65,355	46,380	49,135
Mangement and General, Fundraising	-	17,541	10,362	7,125	6,605
Total Expenses	-	104,554	75,717	53,505	55,740
% of Program Services	0.0%	83.2%	86.3%	86.7%	88.2%
% of Management and Other	0.0%	16.8%	13.7%	13.3%	11.8%
% of Revenue Exceeding Expenses	0.0%	7.2%	7.4%	13.6%	12.1%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	2.64	2.29	2.34	2.39
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	-	5,224,988	6,533,265	9,383,626	11,936,129
Working Capital (Current) Ratio	-	5.2	8.3	9.9	11.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.7	0.8	0.8	0.8
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	203.0	222.3	283.2	353.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.1	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard