



New York State Education Department

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

South Bronx Classical III Charter School

Renewal Site Visit Dates: November 6-7, 2024
Date of Final Draft Site Visit Report: February 10, 2025
Date of Final Site Visit Report: February 19, 2025

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ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	South Bronx Classical Charter School III (SBC III)
Board Chair	Jacob Elghanayan
District of Location	New York City (NYC) Community School District (CSD) 9
Initial Commencement of Instruction	Fall 2015
Charter Terms	<ul style="list-style-type: none"> • Initial Term: Aug 20, 2015 – June 30, 2020 • First Renewal Term: July 1, 2020 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 8 / 476 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8 / 476 students
Comprehensive Management Service Provider	n/a
Facilities	3458 Third Avenue, Bronx, NY 10456 – Private Space
Mission Statement	<i>SBC III’s mission is to prepare scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency and advanced mastery of New York State Performance Standards.</i>
Key Design Elements	<ul style="list-style-type: none"> • Classical Framework • Rigorous and Organized Curriculum • Effective Teaching • Structured Environment • Development of Respectful, Compassionate, and Productive Citizens • Family Engagement
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Innovative and Noteworthy Programs: Parent Academy is a series of monthly workshops aimed at connecting parents and staff to develop best practices for supporting scholars. Per the Classical Charter Schools website, sample Parent Academy workshops include: “Advocating for Your Child’s Needs,” “Using Character Pillars to Shape Positive Behavior,” “Making the Most of Your Child’s Summer,” “Time Management,” etc.

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

Renewal Outcomes

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

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

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

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029-2030
Grade Configuration	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8	K – Grade 8
Total Proposed Enrollment	476	476	476	476	476

METHODOLOGY

Purpose of the Renewal Report

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

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

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

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

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

A two-day renewal site visit was conducted at South Bronx Classical Charter School III (SBC III) on November 6-7, 2024. The NYSED CSO site visit team conducted focus groups with the board of trustees, school leadership team, teachers, scholars, curriculum staff, and learning specialists.

The team conducted twenty-one classroom observations in K – Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the school director and instructional coaches. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

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

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

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

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

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

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

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

- SBC III is in year nine of operation and serves students in K – Grade 8. During its current charter term, the school is rated in the following manner: seven “Meets” and three “Approaches.” A summary of those ratings is provided below.
- **Strengths:** Students at SBC III consistently exceed the district of location (DOL) and New York State (NYS) in performance on State assessments, and the school works to ensure that instructional quality is maintained. The school collects and uses data efficiently, such as applying information from an assessment to inform instruction. SBC III communicates with and involves families, and families provide positive feedback about the school. Staff members collaborate multiple times a day, and new teachers are provided with tremendous support. The school has had success with “growing” and developing leaders from within the school and network. The school’s key design elements (KDEs) are evident in all aspects of the school.
- **Challenges:** SBC III’s challenges are in areas that largely fall within the purview of the network and the board of trustees: governance, meeting some enrollment targets, and various components of compliance, such as submitting mandatory NYSED reports, complying with teacher certification requirements, and following the Open Meetings Law. Despite the board, staff, and network leaders having a general awareness of the Performance Framework, several indicators are not met for various benchmarks. In multiple instances, the board, as well as network and school leaders, indicated that they were not aware of some requirements.

Benchmark 1: Student Performances

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

Finding: Meets

Summative Evidence for Benchmark 1:

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

SBC III consistently outperforms its DOL on the New York State Testing Program (NYSTP) 3-8 Assessments for All Students and all subgroups in both English language arts (ELA) and math. For example, on the 2024 NYSTP 3-8 Assessments, performance of All Students on the ELA and math assessments exceeded the DOL by +59 and +62 percentage points, respectively. Performance of students with disabilities (SWD), English language learners (ELL) students, and economically disadvantaged (ED) students exceeded the DOL in ELA by +70, +60, and +58 percentage points, respectively. In addition, SWD, ELL students, and ED students exceeded the DOL in math by +70, +63, and +62 percentage points, respectively. All Students and all subgroups outperformed the State for ELA and math, as well.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.

<p>4. <i>Supports for Diverse Learners</i></p>	<p>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</p> <p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.</p> <p>c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>
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Summative Evidence for Benchmark 2:

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

Academic Program for Elementary School / Middle School

- Approximately three hours per day of ELA:
 - Phonics (K-1)
 - Read Aloud (K-4)
 - Writing (K-5)
 - Guided reading (K-5)
 - Close reading (K-5)
 - Grammar (2-8)
 - Textual analysis (3-8)
 - Reading (6-8)
- Latin (3-8)
- Debate (4-8)
- Math
 - Lessons matching the New York State Next Generations Standards
 - Number Routines (elementary)
 - Number Stories
 - Reteach block, as needed
- Science
- Social Studies

Academic Program for English Language Learners (ELL):

- ELL:
 - Structured immersion
 - General education curriculum as described above
 - Reteach block, as needed

Academic Program for Students with Disabilities (SWD):

- SWD:
 - General education curriculum
 - Small group pull-out supports and services
 - Special Education Teacher Support Services (SETSS)
 - Counseling
 - Speech and language therapy
 - Occupational therapy
 - Physical therapy

1. Element: **Curriculum:**

- **Indicator a:** Classical Charter Schools (“the network”) has a curriculum that is aligned with the New York State Learning Standards (NYSLs). Instructional leaders indicated that the standards are embedded in the unit plans, lesson plans, assessments, and assessment data. According to the renewal application and the director of curriculum and instruction, network and school staff create and routinely improve upon standard-based scope and sequences, cohesive and interrelated unit plans, and rigorous flexible lesson plans for all subjects and grades.
- **Indicator b:** According to teachers, grade team leaders help ensure horizontal alignment by discussing lesson materials with the classroom teachers in daily meetings. The network has a vertically-aligned sequential and modular standards-based curriculum in all subject areas, according to the renewal application.
- **Indicator c:** Curriculum materials are not typically differentiated within the classroom. The same content is covered, and all students receive the same packets for notes and classwork. Although lessons are planned down to the number of minutes to spend on each component, lesson scripts do not include suggestions for supplemental scaffolded materials within the specific daily lesson. Staff indicated that differentiation comes during small group instruction, but not in the curricular materials themselves.
- **Indicator d:** Teachers are provided with daily lesson plans, which are refined and revised each year under the supervision of the instructional leadership team. On a weekly basis, each lesson is vetted by the instructional leadership team before it is executed in front of scholars. At the end of each instructional year, grade teams convene to create a curricular audit. This audit document outlines suggested changes for the curriculum based on that year’s data, newly learned best practices, changes in the State standards, etc. The director of curriculum and instruction and the curriculum team review the audits each June to determine which changes will be made and when the revisions will be executed. Curricular work is then assigned to curriculum planners, instructional coaches, and teachers to complete over the summer and throughout the year. During the site visit, the director of curriculum and instruction provided the site visit team with detailed curriculum audit examples.

2. Element: **Instruction:**

- **Indicator a:** Per the renewal application, teachers know at the start of the year exactly what lessons they are going to teach each day, as each day of instruction has been mapped on an instructional calendar. Lesson plans outline what objectives will be taught, how they should be taught, and the time allotted for each section of the lesson. The plans include details on instructional strategies to use, including which questions should be posed in a turn and talk format and areas to focus on during a writing share. There is a common instructional vocabulary across classrooms. For example, the site visit team noticed that the lesson “stamp” refers to the learning objective, and “investing” in a math problem means annotating it.
- **Indicator b:** According to the renewal application, structured partner work is used to improve small group and whole class discussions, while elementary classrooms have carpets to facilitate whole group discussions. The renewal application also emphasized that a core philosophy at SBC III is that students maximize their thinking time around literacy and math concepts. It noted that students are expected to talk about problems rather than answering low-level (“thin”) questions. In discussions with staff, they noted that guided reading, close reading, and number stories are three extended times where scholars are given multiple opportunities for engaged discourse. In classrooms observed, some instructional delivery elicited more engagement than others. Approximately 75 percent of instructional time was teacher-centered. SBC III students were

compliant and participated in the lessons. The site visit team observed particular engagement in number stories, art, and debate. Some teachers engaged students by other means, such as whole class chants to compliment a classmate. At the same time, in classrooms observed, the site visit team noted that there were opportunities to start student discussions and activity earlier in the lesson or to alter the seating arrangement to facilitate collaboration. In addition, the frequency of “row checks” in some classrooms and offering “plus two points for having your hands folded,” were considered important enough to break up the flow of the daily lesson.

- **Indicator c:** In classes observed, teachers rarely varied the modality of instruction, but the renewal application indicated that learning specialists and other push-in or pull-out staff differentiated during reteach and small group activities, providing opportunities to scaffold for students struggling with certain concepts. Through the At-Risk Program, scholars who are performing below grade level receive an additional 45-50 minutes of reading comprehension with four or fewer scholars. According to staff, student participation in reteach activities often takes the place of attending an elective. In some focus groups, there was discussion that if some lessons were differentiated in real time rather than just during a reteach, perhaps it could forestall the need for students to miss other enriching activities.
- **Indicator d:** The network provides staff with professional development opportunities that promote best practices and student success, including among the sub-groups. New teachers receive professional development for ten days in August. Returning staff attend seven days of professional development. A sample professional development calendar showed that during summer professional development, teachers attend sessions on topics ranging from strategies to increase math fact fluency, to motivating readers, to planning close reading effectively. According to the renewal application, in each subsequent month, teachers receive three hours of network-wide professional development. During these sessions, teachers learn instructional and curricular strategies that they can implement in their classrooms. On a weekly basis, special populations teachers meet and communicate with general education teachers, focusing on assessment data, behavioral data, and mastery of the existing curriculum and standards. Special service providers also help to develop general educators’ knowledge of specific instructional strategies for students with special needs through periodic written feedback and professional development sessions.

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

- **Indicator a:** The school uses a variety of assessments. Turn and talks were a type of formative assessment observed in classroom visits. Checks for understanding in classes also were observed. However, these checks were largely asking students to answer with “yes” or “no” responses, with minimal opportunity to have students ask their own questions or expand on their thinking. Students take the NYSTP 3-8 exams each year, and eighth graders take Regents exams in Living Environment and United States History. The renewal application notes that beginning in kindergarten, scholars take assessments after each unit to gauge mastery. Additionally, in most units, scholars complete performance tasks, real world tasks, which often include writing that connects to the unit's main goals. If scholars do not demonstrate mastery on the initial assessment, teachers reteach the material to ensure success. Three times a year, scholars take interim assessments in reading and math. The same reteach concept applies. Additionally, every three weeks, scholars in K – Grade 1 are tested on their reading level using Fountas and Pinnell's Benchmark Assessment System. Scholars in Grades 2 – 8 are tested every six weeks until they reach level Z. Every six weeks, the data is also used to determine which students receive at-risk reading services, and it can also inform the composition of small groups within the classroom.
- **Indicator b:** According to the renewal application, the school uses quantitative data to inform instruction and improve student outcomes. SBC III teachers receive all unit tests, interim

assessments, and reading level data within 24 hours of administration. The use of qualitative data to inform instruction was less evident.

- **Indicator c:** According to the renewal application, the school uses quantitative data to evaluate the quality and effectiveness of the academic program, but there was no reference to evaluating the effectiveness or modifying it specifically for subgroups. As noted in the renewal application and elaborated on in staff discussions, depending on the assessments, either the operations team or the teachers will grade the tests and assessments and will give the data trackers to grade team leaders, instructional coaches, and school directors. The grade team leader will then call a data meeting, which is typically also attended by an instructional coach, to build out the next steps from a curricular and an instructional standpoint. Separately, the grade team leader and the school director meet to compare the data to previous years, other Classical schools, or previous units. Teachers and support staff are aware of benchmark data goals as they are communicated both at the beginning of the year and after every internal assessment. Teachers communicate with scholars and families regarding data immediately after each assessment. Teachers meet with scholars to discuss their performance and to come up with clear and actionable goals for future assessments. In addition, teachers communicate with parents regarding all assessments both by sending the assessment home and by having conversations either in person or over the phone about the scholar's performance. The director of curriculum and instruction discussed using the results from the first year of the fifth grade NYS science assessment to inform how fifth grade science would be covered this year. The use of qualitative data to evaluate the quality and effectiveness of the academic program was not clear.
- **Indicator d:** As expanded on in indicators a and c above, SBC III uses multiple measures to assess student progress toward the NYSLs. These measures include reviewing internal as well as external assessment data, such as informal student checks for understanding, internal diagnostic assessments, and external summative State testing. Within each unit, the school leader also indicated that there is an embedded performance task where learning can be assessed in an engaging way. One example provided was applying skills from a math unit to design a bedroom.

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

- **Indicator a:** The school follows the NYSED approved identification process for SWD and ELL students. SBC III has a director of scholar services, who is responsible for ensuring identification of scholars who may require referral to the district's Committee on Special Education (CSE) as well as compliance with scholar Individualized Education Programs (IEPs) and CSE revision or re-evaluation of a scholar's IEP. When a new student arrives, whom the staff thinks may require ELL services, the school provides the home language questionnaire. SBC III also administers the New York State Identification Test for English Language Learners (NYSITELL). Per school leadership, several teachers speak Spanish, but there is no dedicated ELL teacher at SBC III or at any Classical schools.
- **Indicator b:** Staff provided two examples of in-class supports for diverse learners, such as anchor charts provided in English and Spanish to ELL students and manipulatives used in math instruction for some students who struggled with concepts. The school also uses a SETSS model to provide small group reteaching. The At-Risk teacher provides pull-out reading support as well. The renewal application asserted that data derived from the NYSITELL and New York State English as a Second Language Achievement Test (NYSESLAT), as well as internal assessments, informs differentiation for ELL students. SBC III also ensures that all instructional staff are working to help students achieve their IEP goals and can adjust instruction appropriately and responsively, based on academic and behavioral data.

- **Indicator c:** The director of scholar services and scholar services team managers distribute monthly communications to teachers that include their students' progress towards IEP goals, as reported by special education teachers and related services providers. All teachers also receive professional development on educating ELL scholars. According to the renewal application, "SBC III strives for frequent, honest, and transparent communication between specialists and teachers to create carryover strategies from the classroom environment."

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

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

Finding: Meets

Element

Indicators

1. Measures of Culture, Climate, and Student Engagement

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

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

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** The school, through its deans and counseling team, has processes and procedures in place to address chronic absenteeism for all students such that all students are fully engaged within the school community and have access to the educational program. Per the renewal application, absenteeism rates are tied to retention decisions (students are retained at 19 or more absences; seven late arrivals equal one absence). The school does not currently disaggregate absenteeism data by subgroup for its analysis.
- **Indicator b:** The school has not reported its suspension data to NYSED during this charter term, so its current suspension rate is unknown. However, data provided to the site visit team showed that SBC III had 37 out-of-school suspensions from the start of the school year through October 2024. The school has a character education program, but it does not specifically have processes and procedures in place to address the out-of-school suspension rate. In addition, the school and board of trustees do not disaggregate suspension rate data by subgroup.
- **Indicator c:** The school utilizes the New York City School Surveys to gauge teacher and parent satisfaction, but it has not had eligible students take this survey. Families have indicated that they are satisfied with SBC III. According to the *2024 New York City School Survey: Families*, 97 percent of the 149 respondents indicated that they were “satisfied” or “very satisfied” with the education their child receives.

2. Element: *Behavior Management and Safety:*

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students and applied consistently across the school. According to the renewal application, “the behavior management system is focused on teaching scholars the skills and strategies needed to support self-regulation and reflection.”
- **Indicator b:** The school uses a tiered approach to behavioral interventions that supports students’ social-emotional development. The school makes sure that students are aware of the norms and expectations at the school, and the classroom teacher reinforces and discusses them with the classroom community. SBC III utilizes the Scholar Services Team, deans, classroom teachers, and other relevant staff to help address the social-emotional learning needs of its students. Some interventions may include informal counseling support, push-in classroom support, meetings with students’ families, or a Functional Behavior Assessment and Behavior Intervention Plan. The school counselor conducts both mandated counseling and more informal “Lunch Bunches.” According to the renewal application, the behavior management system is also designed to acknowledge and reward “improvement to ensure that difficult moments can be learning opportunities, and all scholars can be valued members of their classroom community.”

- **Indicator c:** On the days of the visit, the school appeared safe, and all school constituents, including students, as discussed during focus group meetings, could articulate how the school community maintains a safe environment.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. The school has two deans of students, who work with classroom teachers to ensure that the behavior management systems are used consistently and serve as the authority regarding consequences for behavior issues. The school reported that the deans also communicate with families about any concerns that arise with their students.

Indicator e: Classroom environments are conducive to learning and generally free from disruption, as observed during classroom visits. Teachers often praise student efforts. In classrooms observed, teachers would initiate positive student shout outs, use positive narration to highlight student actions, and ask students to give each other “shine” through hand/body movements. Classrooms also displayed student “wow work” on bulletin boards.

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

- **Indicator a:** The school communicates with families to discuss students’ strengths, progress, and needs using the Jupiter application, which has a translation capability.
- **Indicator b:** SBC III has multiple forms of communications with families, including mandated orientations, bi-annual parent-teacher conferences, and on-going teacher communication with parents throughout the school year. SBC III also hosts an ongoing parent academy which is a series of workshops/family gatherings. On the *2024 New York City School Survey: Families*, 95 percent of the 149 families “agreed” or “strongly agreed” that they are respected and supported as a partner in their child’s education.
- **Indicator c:** The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. As indicated above, SBC III administers the annual New York City School Surveys as well as communicates with staff on matters of concern to families.
- **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. The school’s Family Advisory Council (FAC) interfaces with school staff and families. The FAC meets with the deans to discuss family and student concerns. In addition, SBC III has a complaint policy, posted on the website, which describes the process for making a complaint to the school or the board of trustees.
- **Indicator e:** The school shares *New York State School Report Card* data with the broader school community in board meetings and by posting it on their website.
- **Indicator f:** The percentage of “tested” and “untested” for each State assessment is available on the school’s *New York State Report Card*.

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

- **Indicator a:** SBC III does not have a social-emotional learning (SEL) curriculum in place, but they identified morning meetings and recess as times when SEL is addressed. School leaders sometimes develop individual scholar plans to improve behavior. In addition, counselors provide IEP-mandated counseling to students, but they also meet with other students who may benefit from counseling.
- **Indicator b:** School leaders collect and use data to track the social-emotional needs of all students. For example, school deans track the progress of struggling students using data collected during

biweekly cycles. The school reports that it collects and uses data to assess and determine the necessary support and interventions for students who have been identified as struggling. The school leadership team indicated that that dean data is used since they track referrals.

- **Indicator c:** The school does not collect and use data regarding the impact of programs designed to support the social and emotional health of students schoolwide. However, deans, scholar services personnel, leaders, and teachers communicate about how individual students are responding to interventions and plans developed for them.
- **Indicator d:** The school provides staff with professional development opportunities to support the social-emotional and mental health of students. They did not specifically reference cultural responsiveness.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students. The school has a McKinney-Vento Coordinator, but staff was unfamiliar with the title. However, once staff were told what the coordinator does, they were able to identify who it would likely be.

Benchmark 4: Financial Condition

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

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

South Bronx Classical Charter School III is part of the Classical Charter Schools education corporation. Classical Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Classical Charter School’s 2023-2024 composite score is 1.94.

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

<i>Year</i>	<i>Composite Score</i>
2019-2020	2.47
2020-2021	2.73
2021-2022	2.12
2022-2023	2.02
2023-2024	1.94

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Classical Charter Schools’ 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to multiple benchmark indicators being only partially addressed.

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

- **Indicator a:** The renewal application indicates that the board of trustees evaluates the executive director annually, “provides detailed and critical feedback regarding his performance, and sets his compensation.” During the focus group, the board acknowledged that they do not have an annual, written, performance-based evaluation for themselves, and they indicated that they were not

aware of the requirement. Neither board members nor the renewal application referenced evaluation of outside providers.

- **Indicator b:** The board of trustees recruits and selects board members with a diverse set of skills and expertise. The board has trustees who have been part of the board since the founding of the first South Bronx Classical Charter School, but they have also recruited trustees with different expertise over the years. Some examples of trustee expertise include real estate, banking and finance, education, and law. It is not clear if the board is representative of the community, and the renewal application made no reference to it. However, trustees expressed interest in adding more diverse viewpoints to the board.
- **Indicator c:** The board demonstrates active oversight of the network’s fiscal operations and progress toward meeting academic and enrollment goals. Trustees noted that they review and discuss relevant documents and data at monthly board meetings.
- **Indicator d:** The board engages in improvement planning by setting priorities and goals that are aligned with the network’s mission and charter; however, it does not have a written strategic plan. The renewal application listed the board’s goals from 2021-2022, so it did not provide insight on its current foci. In discussion with the board, they indicated that some areas of focus are succession planning for the executive director, reducing suspensions, and improving teacher retention. They have also spent time focused on expanding the network.
- **Indicator e:** The board of trustees updates school policies when needed or requested and receives NYSED approval prior to applicable policy implementation. The CSO and executive director have corresponded about policy revisions, and the executive director works with the board and counsel to finalize policies for approval at a board meeting.
- **Indicator f:** The renewal application made no reference to any collective professional development for the board, and the board did not identify any professional development that they took part in together.
- **Indicator g:** The board is largely aware of its governance role. In the focus group, trustees noted that they wanted to support and guide Classical schools, but that they have intentionally tried not to interfere at the school level. In terms of over-enrollment at SBC III, the board understands that the school should enroll between 85 percent and 100 percent of their contracted enrollment, but they suggested that schools should be allowed to exceed maximum enrollment in order to benefit the greatest number of students. They were not aware that a school needed to request permission from NYSED to exceed their maximum enrollment as indicated in their charter. As expanded on later in Benchmark 10, the trustees have not focused on some legal obligations, such as ensuring that board meetings adhere to the Open Meetings Law, requiring greater compliance with teacher certification, and ensuring that the network / school submits all appropriate reports within specified time frames. At the conclusion of our discussion, the board acknowledged that there may be a benefit to more direct involvement in organizational management.
- **Indicator h:** In the focus group, the trustees indicated that they are “broadly” familiar with the NYSED Charter School Performance Framework, although they noted that they would not necessarily know the topic of a benchmark just by number. They do not currently have a plan in place to ensure that SBC III meets each standard.

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 communicates a clearly defined mission and set of goals to staff and the school community.

b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.

c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.

d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.

b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.

c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

2. *Professional Climate*

d. The school has established procedures for effective collaboration among teachers.

e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.

f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.

3. *Contractual Relationships (if applicable)*

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

Summative Evidence for Benchmark 7:

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

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

- **Indicator a:** The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. This is evidenced by ongoing teacher professional development as well as instructional coaching for all teachers. In addition, posters about the school’s mission, values, and expectations are posted in hallways and many classrooms.
- **Indicator b:** The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. Some meeting structures in place include the daily grade level Stand Up meetings to discuss the logistics of the day, as well as weekly Teacher Planning and Preparation meetings that cover unit content and data. In addition, instructional coaches meet with their teachers regularly, and the school has various electronic means of sharing information with colleagues about student progress, behavior issues, etc.
- **Indicator c:** The school recruits and hires key personnel to meet the needs of students. Within the building, teachers, learning specialists, instructional coaches, deans, counselors, school leaders, health, operational, and custodial staff work together on a daily basis to create a safe, organized, respectful, and learning-focused environment for students. Leadership routinely evaluates teaching staff, and these evaluations are reviewed as part of staff promotion and retention decisions.
- **Indicator d:** According to SBC III leadership, while they are broadly familiar with NYSED Charter School Performance Framework benchmarks, adherence to this framework is primarily overseen at the network and board level.

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

- **Indicator a:** Discussions with leadership and staff showed that they were clear on their roles and responsibilities, as well as dedicated to supporting their colleagues and taking on other roles when they were needed. Network leadership evaluates school leadership which, in turn, develops and evaluates teaching staff, maintains school safety, ensures academic integrity, and promotes a safe and respectful school climate. Deans of students, instructional coaches, the counseling team, and teachers confer with one another and support the academic and social-emotional needs of individual students.
- **Indicator b:** The school ensures that all staff take part in robust professional development before and throughout the school year. Teachers noted the benefit of having ongoing coaching and feedback provided by their assigned instructional coach. In addition, ClassiCorps learning specialists discussed how much they learned throughout the year from their on-the-job training, professional development, and the Relay program. Staff members of various experience levels indicated that additional professional development in working with SWD and ELL students could be beneficial. They noted that they were comfortable with the planning and the strategies in

general but found that they would like more ideas to help them “in the moment” when a student is struggling.

- **Indicator c:** The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. This includes a network director of strategic operations, a director of talent, a business and human resources manager, and a comptroller.
- **Indicator d:** As indicated in element 1b above, the school has established procedures for effective collaboration among teachers. This includes the daily grade level Stand Up meetings to discuss the logistics of the day, as well as weekly Teacher Planning and Preparation meetings that cover unit content and data.
- **Indicator e:** The school has systems to monitor and maintain organizational and instructional quality through instructional coaching and a formal evaluation process for teachers and other staff. According to the renewal application and conversations with staff, teachers are observed up to three times per week.
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. Teachers can share feedback during Stand Up meetings as well as during Teacher Planning and Preparation meetings. SBC III also utilizes the New York City School Surveys to gauge teacher satisfaction. Finally, network leadership indicated that they also administer semi-annual internal staff surveys.

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

- **Indicator a:** n/a
- **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** School stakeholders share a common and consistent understanding of the school’s mission and KDEs outlined in the charter, including in public-facing materials such as on the network’s website. Discussions with staff showed that structure, curricular rigor, and respect pervaded all aspects of the classroom organization and pedagogy, student hallway behavior, and application of the discipline policy.
- **Indicator b:** The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions:
 - **Classical Framework:** The core curriculum also includes classical subjects such as Latin and Debate, and discourse is incorporated into specific reading and math blocks.
 - **Rigorous and Organized Curriculum:** The school has a challenging, standards-aligned scope and sequence, which includes lesson plans for every day of the school year.
 - **Effective Teaching:** Instructional coaching plays a large role in developing the teaching staff, and year-round professional development contributes to effective teaching.
 - **Structured Environment:** The renewal application indicated, “Within a disciplined environment, teachers can teach, and all scholars can learn.” The school makes students aware of expectations for behavior, sitting position, hallway silence, and the variety of supports the school builds into the environment at SBC III.
 - **Development of Respectful, Compassionate, and Productive Citizens:** According to the renewal application, students receive 45 minutes of character education each week.
 - **Family Engagement:** Parents can get involved in SBC III as part of the Family Advisory Council or by attending Parent Academy. The school communicates with parents individually and collectively using the Jupiter system.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to ongoing under-enrollment of SWD and ELL students.

1. Element: **Targets are met:**

- **Indicator a:** SBC III has met its contractually required overall enrollment target, but has exceeded it for the past four years, and is currently at 105 percent. The school has consistently enrolled economically disadvantaged students at rates that approach the DOL and is currently, 2023-2024, -4 percentage points below. The school’s retention rates overall and for all subgroups consistently approach or exceed the DOL and currently, 2023-2024, they range from -2 to -1 percentage points below.

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

- **Indicator a:** The school has improved its SWD enrollment differential to the DOL by +5 percentage points since the beginning of the charter term. However, for the last three years, it has remained at -9 percentage points below the DOL. Enrollment of ELL students is currently, 2023-2024, -7 percentage points below the DOL.
- **Indicator b:** The network has implemented recruitment strategies to attract and retain SWD, including:

- holding parent orientations at preschools and HeadStart programs;
- having the director of scholar services at orientations;
- presenting to local community organizations that serve SWD;
- sending out flyers and advertising on social media;
- weighting for SWD in its annual lottery; and
- establishing strong relationships and communication with the families of SWD.

The network has not implemented additional program services, such as expanding the instructional models available for SWD. This means that available services may not meet the requirements of some student IEPs. This could limit the pool of SWD students who apply for the lottery, making it more difficult for SBC III to match the subgroup percentage of other charter schools in the DOL. No staff or leadership indicated that there have been discussions about offering additional programs for SWD.

As noted in the renewal application and discussed during the site visit, the network has implemented recruitment strategies to attract and retain ELL students, including:

- having a Spanish translator available at all recruitment and orientation events, with translators of other languages upon request;
- presenting to local community organizations that serve ELL populations;
- distributing information about SBC III, in both English and Spanish, to seven local New York City Housing Authority (NYCHA) housing developments;
- running ads on social media in both English and Spanish; and
- mailing informational flyers in both English and Spanish to 25,000+ residents of the South Bronx.

The site visit team is not aware of the school or network implementing additional program services to attract ELL students. As the school utilizes a “structured immersion” model for ELL students, it does not have an English as a new language teacher. However, it is possible that some families may be looking for a program that offers a dedicated teacher for ELL students.

- **Indicator c:** The school keeps records of its recruitment and outreach activities, but it does not have a systematic process for evaluating recruitment, outreach strategies, and program services for students in the three subgroups. However, the executive director’s monthly reports include information about enrollment and relevant data, so there are discussions among the board, network leaders, and building leaders throughout the year.

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: Approaches

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to several compliance issues.

1. Element: **Legal Compliance:**

Indicator a: The school has a record of compliance with some provisions of the law and its charter, such as for financial management, handling complaints, and meeting assessment requirements. The school partially complies with the Open Meetings Law. However, more than half of their scheduled board meetings are entirely remote, and those have not historically provided a physical location from which a member of the public could come to view them. Meeting minutes are posted on the network website inconsistently, but the school always posts them when reminded and has shown improvement in that area. The network has been inconsistent with regard to timely submission of SBC III’s reports to NYSED. As a result, multiple sections of their *New York State Report Card* have been blank for several years. For example, Student Suspension Rate data was not submitted during any year of the charter term. Student Digital Resources data, which was first introduced in 2021-2022, has never been submitted. In 2022-2023, there were additional blank sections, such as Educator Data and NYSESLAT scores. Finally, for the 2023-2024 school year

SBC III did not submit its student daily attendance. As a result, the executive director contacted Eastern Suffolk BOCES and made sure that he would be copied on all emails related to reporting deadlines. At the time of the visit, there was not a clear system in place that network and school leaders used to ensure that required data and documents are submitted.

- **Indicator b:** In May 2021, a notice of deficiency (NOD) was issued because enrollment of SWD was below the DOL. In January 2025, an NOD was issued for exceeding the allowable number of uncertified teachers.
- **Indicator c:** The analysis of the 2023-2024 staff roster submitted with the annual report showed that certification for 43 teachers could not be verified. The school has a ClassiCorps program, which brings in college graduates and provides on-the-job training as program fellows work toward completing their master's degree and obtaining NYS certification. However, this means that each entering ClassiCorps cohort works at SBC III for as long as two years while they are still uncertified. According to NYSED CSO records, the school has exceeded its allowable number of uncertified teachers for several years, and it is not evident that SBC III changed its processes over the past few years in order to ensure that more teachers become certified. In addition, according to data provided to the site visit team, only three of eight new teachers were NYS certified at the time of hire. Finally, network job postings do not usually reference teacher certification as a job requirement or preferred qualification.
- **Indicator d:** The school has sought the Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- **Indicator e:** As noted in Benchmark 9, the school's aggregate enrollment and enrollment of SWD and ELL students do not fall within the parameters set forth in the charter agreement. The school has exceeded its contracted enrollment for the past four years. For the 2023-2024 school year, it was at 105 percent of its contracted enrollment. Members of various focus groups indicated that they were not aware of any specific adjustments being made to bring the school closer to its contracted enrollment, such as adjusting the number of students it accepts in its lottery. However, SBC III has made students from its waitlist aware of relevant openings at other Classical schools.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise, as observed by the CSO throughout the time working with them.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

SOUTH BRONX CLASSICAL CHARTER SCHOOL III

BEDS Code

320900861084

2023-2024 Enrollment

502

ESEA Accountability Designation (2023-2024):

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

Charter School Information

School District of Location:	NYC CSD 9
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	3458 THIRD AVE, BRONX, NY, 10456
Website:	www.classicalcharterschools.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2015
Authorizer:	REGENTS
CEO:	MR. LESTER LONG
CEO Phone:	929-285-3025
CEO Email:	llong@classicalcharterschools.org
BOT President:	MR. JACOB ELGHANAYAN
BOT President Phone:	718-860-4340
BOT President Email:	boardchair@southbronxclassical.org
Institution ID:	80000084246

BoR Charter School Office Information

Regional Liaison:	Brandy Marshall
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/25
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Check-in
2024-2025	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

*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.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School
SOUTH BRONX CLASSICAL CHARTER SCHOOL III

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

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

South Bronx Classical CS III	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2018-2019	100%	100%	100%	100%	100%	100%	100%	100%
2021-2022	95%	92%	100%	94%	89%	83%	100%	89%
2022-2023	93%	89%	89%	93%	99%	92%	96%	99%
2023-2024	91%	85%	82%	90%	97%	88%	94%	97%

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

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

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of South Bronx Classical CS and NYC CSD 9**



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		South Bronx Classical CS III	NYC CSD 9	District Differential	NYS	NYS Differential	South Bronx Classical CS III	NYC CSD 9	District Differential	NYS	NYS Differential	South Bronx Classical CS III	NYC CSD 9	District Differential	NYS	NYS Differential
All Students	2018	95%	35%	+60	51%	+44	98%	37%	+61	54%	+44	.	.	.	.	.
	2019	99%	37%	+62	50%	+49	100%	34%	+66	53%	+47	100%	73%	+27	86%	+14
	2022	91%	29%	+62	46%	+45	93%	19%	+74	40%	+53	99%	62%	+37	80%	+19
	2023	93%	33%	+60	48%	+45	99%	30%	+69	51%	+48	83%	29%	+54	48%	+35
	2024	89%	30%	+59	47%	+42	97%	35%	+62	52%	+45	77%	20%	+57	35%	+42
SWD	2018	89%	15%	+74	24%	+65	89%	20%	+69	28%	+61	.	.	.	.	.
	2019	100%	14%	+86	20%	+80	100%	15%	+85	25%	+75	100%	58%	+42	69%	+31
	2022	80%	11%	+69	16%	+64	89%	7%	+82	15%	+74	88%	48%	+40	60%	+28
	2023	87%	14%	+73	19%	+68	93%	15%	+78	23%	+70	20%	21%	-1	24%	-4
	2024	83%	13%	+70	18%	+65	89%	19%	+70	25%	+64	56%	9%	+47	15%	+41
ELL	2018	90%	25%	+65	33%	+57	90%	30%	+60	40%	+50	.	.	.	.	.
	2019	100%	26%	+74	33%	+67	100%	27%	+73	39%	+61	100%	61%	+39	73%	+27
	2022	89%	22%	+67	30%	+59	100%	15%	+85	27%	+73	100%	56%	+44	65%	+35
	2023	90%	22%	+68	29%	+61	98%	24%	+74	35%	+63	.	.	.	.	.
	2024	79%	19%	+60	27%	+52	93%	30%	+63	38%	+55	50%	14%	+36	20%	+30
ED	2018	94%	35%	+59	40%	+54	98%	36%	+62	43%	+55	.	.	.	.	.
	2019	99%	36%	+63	40%	+59	100%	33%	+67	42%	+58	100%	73%	+27	81%	+19
	2022	90%	28%	+62	36%	+54	93%	19%	+74	29%	+64	98%	62%	+36	72%	+26
	2023	93%	32%	+61	38%	+55	99%	30%	+69	40%	+59	81%	29%	+52	40%	+41
	2024	88%	30%	+58	37%	+51	97%	35%	+62	42%	+55	77%	19%	+58	26%	+51

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students	ELA					Math					Science					
	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS III	NYC CSD 9	Differential to District	NYS	Differential to NYS	
Grade 3	2018	95%	35%	+60	51%	44	98%	37%	+61	54%	+44	.	.	.	.	.
	2019	98%	39%	+59	52%	+46	100%	36%	+64	55%	+45	.	.	.	.	.
	2022	90%	28%	+62	46%	44	95%	28%	+67	48%	+47	.	.	.	.	.
	2023	95%	24%	+71	45%	+50	100%	34%	+66	54%	+46	.	.	.	.	.
	2024	78%	24%	+54	43%	+35	98%	39%	+59	54%	+44	.	.	.	.	.
Grade 4	2019	100%	35%	+65	48%	+52	100%	32%	+68	51%	+49	100%	73%	+27	86%	+14
	2022	87%	22%	+65	42%	+45	97%	19%	+78	43%	+54	99%	62%	+37	80%	+19
	2023	82%	31%	+51	49%	+33	98%	30%	+68	54%	+44	.	.	.	.	.
	2024	89%	29%	+60	47%	+42	95%	38%	+57	58%	+37	.	.	.	.	.
Grade 5	2022	90%	22%	+68	38%	+52	93%	18%	+75	37%	+56	.	.	.	.	.
	2023	91%	30%	+61	45%	+46	98%	27%	+71	50%	+48	.	.	.	.	.
	2024	87%	24%	+63	44%	+43	91%	29%	+62	49%	+42	77%	16%	+61	35%	+42
Grade 6	2022	95%	39%	+56	57%	+38	91%	13%	+78	39%	+52	.	.	.	.	.
	2023	95%	29%	+66	46%	+49	98%	27%	+71	48%	+50	.	.	.	.	.
	2024	91%	25%	+66	44%	+47	98%	31%	+67	51%	+47	.	.	.	.	.
Grade 7	2022	96%	35%	+61	48%	+48	88%	18%	+70	36%	+52	.	.	.	.	.
	2023	97%	35%	+62	48%	+49	97%	33%	+64	52%	+45	.	.	.	.	.
	2024	95%	39%	+56	50%	+45	100%	41%	+59	57%	+43	.	.	.	.	.
Grade 8	2023	98%	47%	+51	56%	42	100%	32%	+68	43%	57	83%	29%	+54	48%	+35
	2024	97%	38%	+59	52%	+45	100%	34%	+66	41%	59	.	.	.	.	.

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL III

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ED			
		Total Charter Tested	South Bronx Classical CS III	NYS	Differential to NYS	Total Charter Tested	South Bronx Classical CS III	NYS	Differential to NYS	Total Charter Tested	South Bronx Classical CS III	NYS	Differential to NYS
Living Environment	2022-2023	46	83%	74%	9	5	20%	40%	-20	42	81%	63%	18
	2023-2024	33	91%	74%	+17	.	.	.	.	30	90%	63%	+27
US History and Government	2022-2023	8	100%	74%	26	.	.	.	.	7	100%	69%	31
	2023-2024	33	85%	71%	+14	.	.	.	.	30	83%	65%	+18

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SOUTH BRONX CLASSICAL CHARTER SCHOOL III

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Classical CS III	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	372	324	87%
2020-2021	406	440	108%
2021-2022	443	455	103%
2022-2023	476	499	105%
2023-2024	476	502	105%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District
2019-2020	11%	25%	-14	31%	31%	0	90%	95%	-5
2020-2021	14%	25%	-11	8%	30%	-22	93%	96%	-3
2021-2022	17%	26%	-9	27%	31%	-4	94%	95%	-1
2022-2023	17%	26%	-9	29%	31%	-2	97%	96%	+1
2023-2024	17%	26%	-9	23%	30%	-7	93%	97%	-4

*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		
	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District	South Bronx Classical CS III	NYC CSD 9	Differential to District
2019-2020	86%	82%	+4	76%	82%	-6	84%	85%	-1	85%	82%	+3
2020-2021	91%	85%	+6	86%	87%	-1	87%	86%	+1	92%	86%	+6
2021-2022	79%	78%	+1	79%	79%	0	97%	80%	+17	80%	79%	+1
2022-2023	84%	83%	+1	83%	84%	-1	88%	84%	+4	85%	83%	+2
2023-2024	82%	83%	-1	80%	82%	-2	83%	84%	-1	82%	83%	-1

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

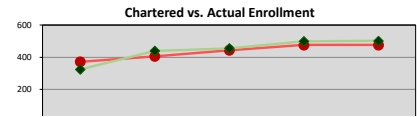
Notes

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

Charter School Fiscal Accountability Summary

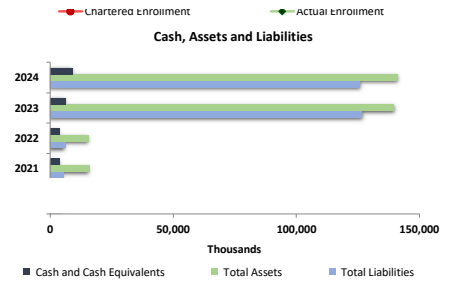
SOUTH BRONX CLASSICAL CHARTER SCHOOL III

	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	K-5	K-6	K-7	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	372	406	443	476	476
Maximum Chartered Enrollment	476	476	476	476	476
Actual Enrollment	324	440	455	500	502



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

	3,440,798	3,928,765	3,739,920	6,417,892	9,212,256
	969,900	1,533,942	2,261,438	2,374,217	1,992,717
	453,190	924,410	634,168	553,407	843,912
	4,442,377	4,462,247	4,334,027	4,838,055	5,065,877
	9,306,265	10,849,364	10,969,553	14,183,571	17,114,762



Total Current Assets

Non-Current Assets

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

Total Non-Current Assets

Total Assets

LIABILITIES and NET ASSETS

Current Liabilities

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

Total Current Liabilities

Long-Term Liabilities

NET ASSETS

Total Net Assets

Total Liabilities and Net Assets

	407,496	756,862	810,505	780,568	580,460
	800,563	963,277	961,621	1,067,652	1,160,594
	-	-	-	-	-
	6,373	1,220,049	207,090	369,610	548,801
	41,201	1,898,676	1,783,886	1,675,058	1,865,665
	1,255,633	4,838,864	3,763,102	3,892,888	4,155,520
	684,492	492,818	2,525,254	-	-
	3,335,400	-	-	122,863,360	121,649,783
	4,019,892	492,818	2,525,254	122,863,360	121,649,783
	5,275,525	5,331,682	6,288,356	126,756,248	125,805,303

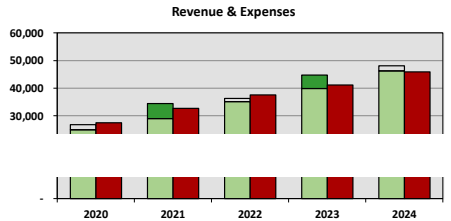
	7,346,379	8,952,660	8,883,014	11,490,216	13,648,284
	1,550,000	1,700,000	525,000	1,550,000	1,550,000
	8,896,379	10,652,660	9,408,014	13,040,216	15,198,284
	14,171,904	15,984,342	15,696,370	139,796,464	141,003,587

OPERATING REVENUE

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

Total Operating Revenue

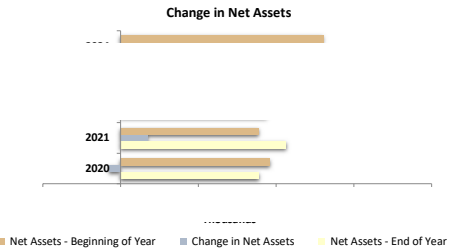
	21,334,010	23,740,005	26,898,299	28,397,382	29,877,859
	2,232,039	2,980,755	3,903,113	-	1,082,035
	-	-	-	3,968,462	4,750,304
	1,255,809	2,102,819	4,217,769	7,392,552	5,656,451
	94,011	108,621	104,731	103,455	122,645
	-	20,014	-	-	4,783,564
	24,915,869	28,952,214	35,123,912	39,861,851	46,272,858



Total Program Services

Supporting Services

	20,326,009	24,688,817	28,505,460	31,373,438	35,059,586
	1,973,438	2,866,558	3,303,762	3,626,607	4,060,964
	-	-	-	-	-
	22,299,447	27,555,375	31,809,222	35,000,045	39,120,550
	5,142,817	4,979,445	5,522,918	5,893,628	6,524,679
	94,321	199,673	239,876	246,869	302,221
	5,237,138	5,179,118	5,762,794	6,140,497	6,826,900
	27,536,585	32,734,493	37,572,016	41,140,542	45,947,450
	(2,620,716)	(3,782,279)	(2,448,104)	(1,278,691)	325,408



Net Assets - Beginning of Year

Net Assets - End of Year

	9,615,299	8,896,379	10,652,660	9,408,014	13,040,216
	8,896,379	10,652,660	9,408,014	13,040,216	15,198,284

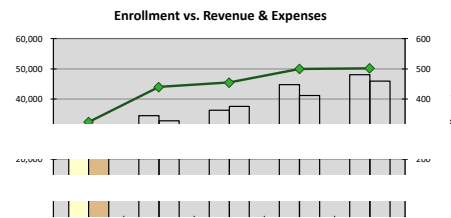
REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Total Revenue

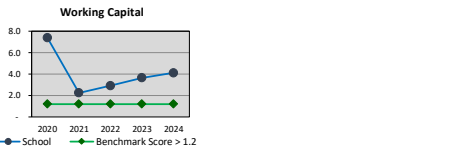
Expenses - Per Pupil

	76,901	65,800	77,195	79,724	92,177
	5,870	12,588	2,645	9,822	3,651
	82,771	78,388	79,840	89,546	95,828
	68,825	62,626	69,910	70,000	77,929
	16,164	11,771	12,665	12,281	13,599
	84,989	74,397	82,576	82,281	91,529
	81.0%	84.2%	84.7%	85.1%	85.1%
	19.0%	15.8%	15.3%	14.9%	14.9%
	2.6%	5.4%	3.3%	8.8%	4.7%
	2.47	2.73	2.12	2.02	1.94
	Strong	Strong	Strong	Strong	Strong



WORKING CAPITAL

	8,050,632	6,010,500	7,206,451	10,290,683	12,959,242
	7.4	2.2	2.9	3.6	4.1
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard



DEBT TO ASSET

Debt to Asset Ratio

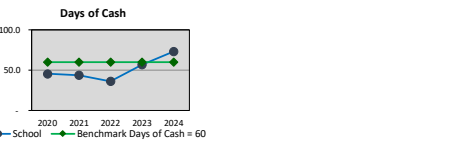
BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	0.4	0.3	0.4	0.9	0.9
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	45.6	43.8	36.3	56.9	73.2
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard



TOTAL MARGIN

	(0.0)	0.1	(0.0)	0.1	0.0
	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS