
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 SBCCHS on November 28-29, 2023. The New York State Education Department's Charter School Office (CSO) Site Visit Team conducted interviews with the board of trustees, school leadership, teachers, student support staff, and students.

The CSO Site Visit Team conducted nine classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the Executive Director and Youth Development Director. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO Site Visit Team reviewed school-specific documents and data such as the school's 2023-2024 Renewal Application, 2022 Midterm Site Visit Report, 2022-2023 Annual Report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

New York State Education Department
2019 Charter School Performance Framework Rating³

2019 Performance Benchmark		Level



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:

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- In the 2023-2024 year, the school is introducing a role dedicated to leading reading interventions for ELL.

Summative Evidence for Benchmark 2:

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

1. Element:

Indicator a: As stated in the renewal application and explanations from the SBCCHS leadership team during the site visit, the school implements a competency-based education

student to attain those .011 2.004 1 Tw 5.109n t

student learning and progress. These meetings are attended by special education and

Element

Indicators

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

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

1. Element:

Indicator a: Attendance has been a challenge for SBCCHS students in the second charter term. According to the renewal application and site-visit discussions, SBCCHS attributes this to several factors, including pandemic-related attendance barriers, and the shift to a new facility. Recognizing that attendance is critical to student success, the school has implemented several strategies to improve attendance. The school has a McKinney-Vento Coordinator that staff can identify. The school has a McKinney-Vento Coordinator that staff can identify.

- **CORE Advisory:** One of the main strategies for providing SEL support, and observed during the site visit, is the CORE Advisory program. CORE is a graded class that all students attend for a 50-minute period each morning. This model allows the school to provide individualized advising to all students. Each CORE group is led by a classroom teacher and learning coach, with learning coaches acting as the primary facilitator. The two adults in each CORE group split the advising load of that group, with each adult acting as an individual advisor to half of the students in their group. CORE groups stay together throughout a student's four years, meeting daily, and CORE leaders provide individualized advising every two weeks as an additional element of CORE.
- **Rites of Passage Program:** SBCCHS has a Rites of Passage program that serves as a critical social-emotional support for students and builds a positive, inclusive school culture. The school partners with the Brotherhood Sister Sol, a social justice and youth-development organization to serve the needs of underserved youth. The Rites of Passage Program at SBCCHS consists of single-gender groups, or chapters, which are organized by grade, and led by two adults. There is also a non-binary group in the Rites of Passage program. Rites of Passage groups remain together throughout the students' time at SBCCHS. During focus groups, leadership and teachers described how this fosters a sense of belonging, creates a safe space, and encourages open conversations. Rites of Passage groups meet weekly to engage in leadership development, conflict resolution, political education, community service, and other activities. Students also participate in Rites of Passage milestones throughout their four years, including an overnight camping trip and overnight college visit. The milestones culminate in an international trip for rising 12th grade students. Students have completed trips to Ecuador, Costa Rica, and Puerto Rico, where they engage in service learning and participate in cultural activities.

family feedback, combined with a reduction in behavioral issues continually inform the school's approach to students' social and emotional health.

- x **Indicator d:** According to the renewal application and as stated in focus groups, all SBCCHS staff receive extensive PD in responding to the holistic needs of students, including SEL and mental health needs. Cultural responsiveness is a key design element and core value of the program. As

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Benchmark 4: Financial Condition

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

Finding: Meets

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

Summative Evidence for Benchmark 4:

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

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary

Benchmark 6: Board Oversight and Governance

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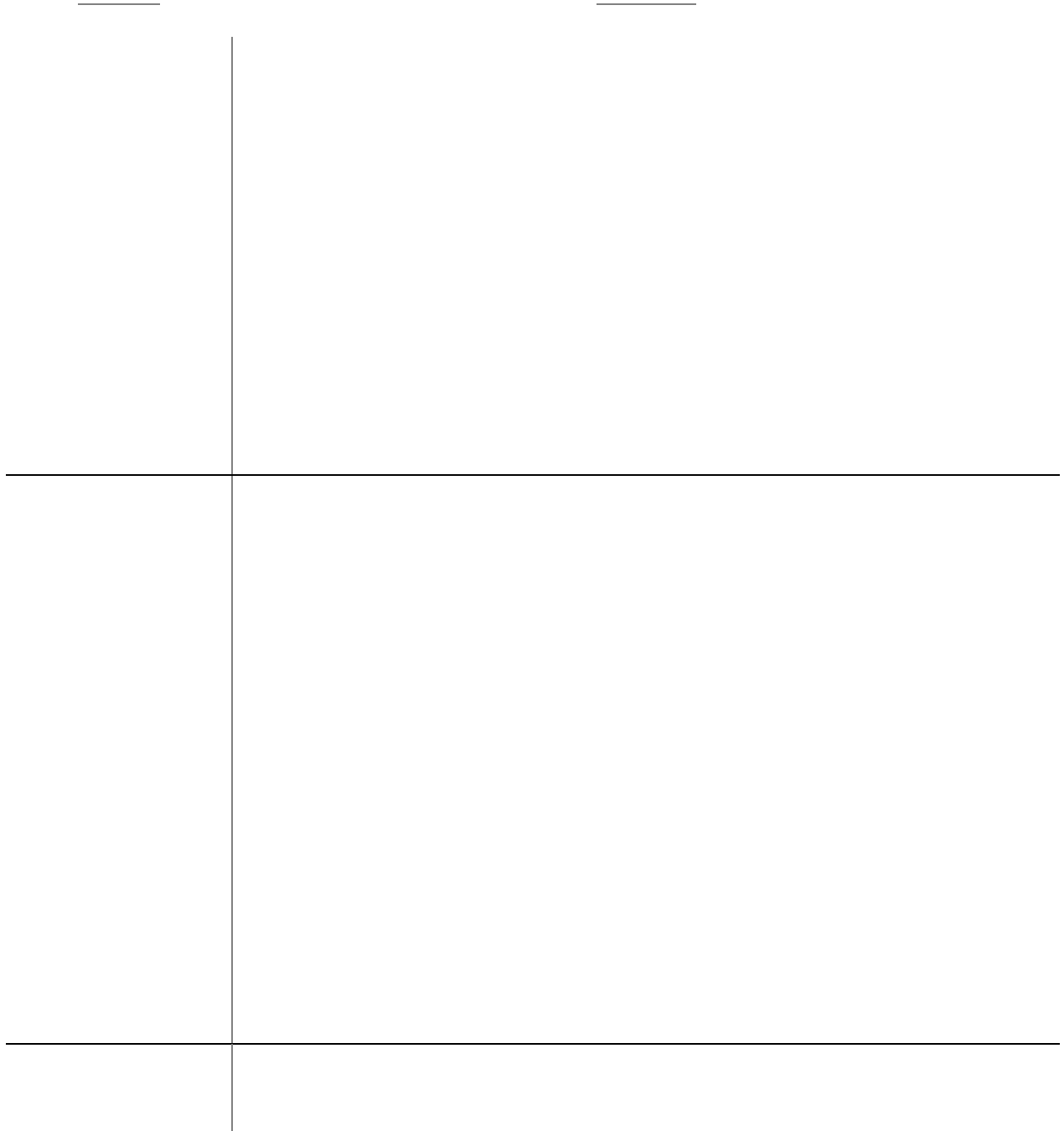
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- x **Indicator f:** As stated in the renewal application, board members are required to visit the school at least once per year. Board members in the focus group shared that this practice is a valuable tool for the professional development of trustees. In addition to school visits and activities such

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated



Element

Indicators

3. Contractual Relationships (if applicable)

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to improved leadership structure, and full implementation of the competency-based model.

1. Element:

Indicator a: According to the renewal application and discussed during leadership focus groups, during the current charter term, the school has evaluated the effectiveness of its three-person leadership team. The board and school leaders concluded that the model was ineffective, (p:H.6 a)31 (h) was unsustainable

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. Mission and Key Design Elements	<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 been consistent as a Meets.

1. Element:

Indicator a: During the renewal site visit, the CSO Site Visit Team witnessed a comprehensive commitment from the board, leadership, staff, and students to the school's approach, mission, and goals. In focus groups and observations, students and staff desc

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misinterpretation of the law regarding the difference between employee start date and start date with students. At the time of the visit, the leadership informed the CSO Site Visit Team that they are changing hiring policy to reflect this.

- **Indicator b:** SBCCHS received a notice of deficiency from NYSED CSO dated May 27, 2021, regarding the enrollment of ELL and the total enrollment as compared to contracted enrollment. They submitted a corrective action plan as required. In addition, SBCCHS was in compliance with authorized total enrollment in 2021-2022 and 2022-2023, enrolling 85 percent and 89 percent of their contracted enrollment in each year, respectively. In the SBCCHS 2021 renewal report, the NYSED Charter School Office noted that the school has a record of late but substantial compliance



2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Harry S Truman HS	.	.	.	-5
Henninger HS	.	.	.	0
Herbert H Lehman HS	.	.	.	-5
John Adams HS	.	.	.	-9
Leadership & Public Service HS	.	.	.	-12
Lower Manhattan Arts Academy	.	.	.	-5
Math, Engineering and Science Academy CHS	.	.	.	-19
Metropolitan Soundview HS (The)	.	.	.	-1
Millenium Art Academy	.	.	.	-4
Mott Haven Village Preparatory HS	.	.	.	+14
Murry Bergtraum HS for Business Careers	.	.	.	-6
New Visions CHS for Advanced Math and Science II	.	.	.	-23
New Visions CHS for the Humanities IV	.	.	.	-19
Northeast College Preparatory HS	.	.	.	+5
Orchard Collegiate Academy	.	.	.	-19
Park East HS	.	.	.	-25
Port Richmond HS	.	.	.	-8
Public Service Leadership Academy At Fowler	.	.	.	-1
Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-18
Riverside Academy HS	.	.	.	+2
Riverside HS	.	.	.	-22
Rochester Early College International HS	.	.	.	-18
Saunders Trades & Technical HS	.	.	.	-21
Science Skills Center HS for Science, Technology and th	.	.	.	-24
South Park HS	.	.	.	-5
University Neighborhood HS	.	.	.	-24
Urban Assembly School for Media Studies	.	.	.	-14
Urban Assembly School for Music and Art	.	.	.	-8
Validus Preparatory Academy	.	.	.	+4
Veritas Academy	.	.	.	-10
Williamsburg HS for Architecture and Design	.	.	.	-23
Williamsburg HS of Art and Technology (The)	.	.	.	-20
World Academy for Total Community Health HS	.	.	.	+4
Mean	.	.	.	-11
Mean	.	.	.	-8

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

Annual Regents Outcomes

Subject	Year	Students				SWD				ELL				FD				
		Charter School	Bronx Community CHS	YS	Initial to YS	Charter School	Bronx Community CHS	YS	Initial to YS	Charter School	Bronx Community CHS	YS	Initial to YS	Charter School	Bronx Community CHS	YS	Initial to YS	
Mathematics	2018-2019	122	27%	66%	-39	21	10%	43%	-33	17	24%	50%	-26	94	27%	44%	73%	+17
	2019-2020	127	27%	66%	-39	21	10%	43%	-33	17	24%	50%	-26	94	27%	44%	73%	+17
	2020-2021	35	100%	100%	0	9	100%	100%	0	6	100%	100%	0	32	100%	100%	0	0
Mathematics (Common Core)	2018-2019	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2019-2020	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2020-2021	35	100%	100%	0	9	100%	100%	0	6	100%	100%	0	32	100%	100%	0	0
Algebra II (Common Core)	2018-2019	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2019-2020	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2020-2021	35	100%	100%	0	9	100%	100%	0	6	100%	100%	0	32	100%	100%	0	0
Geometry (Common Core)	2018-2019	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2019-2020	139	81%	84%	-3	18	78%	61%	+17	10	80%	56%	+24	110	83%	78%	+5	
	2020-2021	35	100%	100%	0	9	100%	100%	0	6	100%	100%	0	32	100%	100%	0	0
Global History	2018-2019	82	49%	62%	-13	9	11%	36%	-25	65	55%	51%	+4	82	49%	62%	-13	9
	2019-2020	82	49%	62%	-13	9	11%	36%	-25	65	55%	51%	+4	82	49%	62%	-13	9
	2020-2021	82	49%	62%	-13	9	11%	36%	-25	65	55%	51%	+4	82	49%	62%	-13	9
Living Environment	2018-2019	162	48%	96%	-5	45	84%	93%	-9	28	79%	94%	-15	141	91%	95%	-4	5
	2019-2020	162	48%	96%	-5	45	84%	93%	-9	28	79%	94%	-15	141	91%	95%	-4	5
	2020-2021	162	48%	96%	-5	45	84%	93%	-9	28	79%	94%	-15	141	91%	95%	-4	5
Physical Setting / Earth and Space Science	2018-2019	19	100%	97%	+3	68	100%	100%	0	16	100%	96%	+4	19	100%	100%	0	0
	2019-2020	19	100%	97%	+3	68	100%	100%	0	16	100%	96%	+4	19	100%	100%	0	0
	2020-2021	19	100%	97%	+3	68	100%	100%	0	16	100%	96%	+4	19	100%	100%	0	0

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

Subject	All Students				SWD				ELL				ED						
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019			
Global History	68	75%	84%	+10	99	40%	84%	-44	12	33%	60%	-27	11	9%	63%	-54	85	40%	
	11	73%	72%	+1	85	85%	85%	0	2016	99	86%	88%	-2	12	75%	64%	+11		
	10	90%	79%	+11	68	97%	88%	+9	2017	85	98%	90%	+8	22	95%	69%	+26		
				+7				+4					+24				+12		
Math	95%	87%	+8		2019	65	94%	90%	+4	14	93%	74%	+19	7	100%	73%	+27	58	
	54	100%	88%	+12	2018	65	98%	91%	+7	19	100%	77%	+23	10	100%	73%	+27		
	22	50%	66%	-16	10	60%	67%	-7	68	71%	81%	-10		2017	85	73%	85%	-12	
Science																			
US History																			

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

High School Graduation Rates by Cohort

	All Students				SWD				ELL				ED			
	Total Cohort	On-Time Cohort	On-Time Cohort	On-Time Cohort	Total Cohort	On-Time Cohort	On-Time Cohort	On-Time Cohort	Total Cohort	On-Time Cohort	On-Time Cohort	On-Time Cohort	Total Cohort	On-Time Cohort	On-Time Cohort	On-Time Cohort
[Redacted Data]																

*See NOTES (2) and (3).

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

[Redacted Data]																
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*See NOTES (2), (3), and (9).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Community CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	325	288	89%
2019-2020	425	331	78%
2020-2021	425	314	74%
2021-2022	385	327	85%
2022-2023	385	343	89%

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Retention - Aggregate and Subgroups

	All Students				SWD				ELL				ED			
	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023
83%	+8	90%	79%	+11	94%	83%	+11	91%	83%	+8	2019-2020	91%				
87%	+2	89%	79%	+10	94%	89%	+5	88%	87%	+1	2020-2021	89%				
82%	+5	85%	78%	+7	94%	84%	+10	87%	82%	+5	2022-2023	87%				

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

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

4-Year Persistence	All Students						SWD						ELL						ED					
	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	
83%	17	13	76%	14	9	64%	91	76	84%	2016 Cohort	5-Year	104	86											
71%	91	78	86%			6-Year	104	88	85%	17	14	82%	14	1										
60%	2017 Cohort	4-Year	100	57	57%	26	13	54%	20	7	83%	72												
43%	60%	2017 Cohort	5-Year	100	61	61%	26	14	54%	20	8	40%	72											
73%	21	15	71%	9	9	100%	62	44	71%	2018 Cohort	5-Year	73	53											

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

2024 NYSED Charter School Information Dashboard

Notes

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

