



New York State Education Department

Renewal Site Visit Report 2019-2020

The New American Academy Charter School

**Visit Date: October 22-23, 2019
Date of Report: January 31, 2020**

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	The New American Academy Charter School
Board Chair	Valerton McDonald
District of location	NYC CSD 18
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Charter Term: July 1, 2013 -June 30, 2018 • First Renewal: July 1, 2018- June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5/ 370 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 5/ 370 students
Comprehensive Management Service Provider	None
Facilities	9301 Avenue B, Brooklyn, New York - Public Space
Mission Statement	<i>The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladders, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college and their future lives.</i>
Key Design Elements	<ul style="list-style-type: none"> • Four-person teaching teams • Embedded master teacher • Looping cycle • Mastery-based career ladder • Multi-dimensional teacher evaluation system • Lower teacher/student ratio • Five-week summer training program
Requested Revisions	None

Noteworthy:

The New American Academy Charter School is a well-established school that has procedures and processes in place to support continued improvement. The school enjoys the robust support of parents as described in the renewal site visit parent focus group as well as in the New York City Department of Education parent satisfaction survey and the New York State Department of Education Charter School Office Parent Survey. As described in the school’s renewal application as well as in school leadership team and teacher focus groups, the headmaster and leadership team, comprised of master teachers, are focused on supporting staff in improving instruction, increasing student engagement and promoting the school’s positive culture through its Humility, Empowerment, Aspiration, Responsibility Teamwork and Scholarship (HEARTS Values).

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 with regard to its educational success but 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 2018 to 2019	Year 2 2019 to 2020
Grade Configuration	K - Grade 5	K - Grade 5
Total Approved Enrollment	370	370

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

	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 5				
Total Proposed Enrollment	370	370	370	370	370

METHODOLOGY

A two-day renewal site visit was conducted at The New American Academy Charter School on October 22 and 23, 2019. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers and parents. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted twelve classroom observations in kindergarten-Grade 5. The observations were approximately 20 minutes in length and conducted jointly with master teachers.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- a. **Current organizational chart;**
- b. **A master school schedule;**
- c. **A map of the school;**
- d. **Board materials;**
- e. **School reported narrative describing the process used to evaluate school leadership;**
- f. **School reported narrative describing the process school leadership uses to evaluate teachers;**
- g. **NYSED Charter School Office Parent and Teacher Surveys administered by the school and the NYCDOE School Quality Report;**

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

- h. School reported narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- i. Admissions and Waitlist;**
- j. Faculty/Staff Roster;**
- k. Classroom observations; and**
- l. Stakeholder responses during focus groups.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from October 22, 2019 to October 23, 2019 at The New American Academy Charter School (TNAACS), see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
Charter School Performance Framework Rating**

	Performance Benchmark	Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	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 &	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.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Findings

- The New American Academy Charter School is in year 7th year of operation and serves students in kindergarten through Grade 5. During its current charter term, the school is rated in the following manner: meeting 7 benchmarks and approaching 3 benchmarks. Additional details regarding those ratings are provided below.

- **Areas of Strengths:**

The New American Academy Charter School has a strong leadership team, a dedicated team of teachers and satisfied parents. The school has reflected on the achievement of students and has instituted changes in curricula and engaged in professional development support to increase student achievement. The school's HEARTS Values create a positive school culture in which personal responsibility and caring for others is celebrated in classroom and school-wide events. The school participated in a number of collaborative efforts with other schools to support their continued improvement and enhance its data analysis, transition to new curricula and self-reflective and team-based practices.

- **Areas in Need of Improvement:**

The school is led by a capable headmaster. Improvement is needed in the school's use of data during monthly board meetings as well as within the evaluation system used for both the board and the headmaster. To date, the number of trustees seated on the board is six, two members having been added this past August to bring the board into compliance of maintaining no fewer than five board members. The board stated during the focus group they are planning to add new members with expertise in law, business, and public relations. The current board has educational experience, including their connection to the New American Institute but desires to add additional perspectives and expertise. The board is currently contemplating creating an academic committee, which it feels would assist them in being more proactive and supportive in assisting the school in improving student achievement.

Benchmark 1: Student Performance

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

Finding: Approaches

Academic Program for Elementary School:

- Multi-year teaching loops by grade bands kindergarten-Grade 2 and Grades 3-5
- Teaching Teams structure with teachers, lead partners and master teachers responsible for a grade-level cohort, grouping and regrouping students into three houses/universities for daily instruction.
- Teachers College Reading and Writing Project (TCRWP)
- Technical Education Research Centers (TERC) Investigations 3
- Number Talks and Cognitively Guided Instruction (CGI) Math programs to strengthen student's ability to practice mental math and problem solve
- envisions 2.0 Math
- Interdisciplinary science and social studies units
- Project Lead the Way

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):

- Variety of instructional groupings and methods of presentation in order to differentiate instruction—groupings are fluid based on data and student progress/need
- Student support team with special education teachers, ESL Teacher and an Intervention teacher to work directly with students or with teachers to modify instruction
- iReady online instruction
- Intervention teacher provides small group instruction in ELA and mathematics
- Fountas and Pinnell Leveled Literacy Intervention System
- Special Education Teacher Support Services through SETTSS and Integrated co-teaching
- English as a New/Second Language services
- Saturday Test Preparation Academy

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** As described in the school's renewal application, TNAACS has been implementing the Teachers College Reading and Writing Project (TCRWP) since the Fall of 2014. TCRWP is a comprehensive program that has been designed to align to the New York State Learning Standards (NYSL). In Fall of 2018, the school began a transition to TERC Investigations 3, adding one grade each year. Currently, the lower loop, kindergarten through Grade 2 are

using TERC while the upper loop, Grades 3-5 continue to use enVisions2.0 Math. The school is planning to transition one grade in each subsequent year until it reaches full implementation of TERC in 2022. Science and Social Studies are taught through interdisciplinary units which are aligned to NYS standards for science and social studies and include technology, engineering and mathematics in the curriculum. Units are designed by teacher teams and follow NYS Science Learning Standards and the NYS Social Studies Framework. The school reported its plan to pilot Project Lead the Way, a STEM based interdisciplinary curriculum in its lower loop (K- Grade 2) later this school year and has had two master teachers trained in the curriculum this past summer.

- **Indicator b:** Teachers are grouped in multi-grade teams, the lower loop which includes kindergarten through Grade 2 or the upper loop which includes Grades 3- 5. Teachers follow a cohort of students through the grades within the loop. Kindergarten teachers move to first grade, along with the students. Once a teacher reached the final grade in the loop, they return to the lowest grade within the loop the following year. master teachers meet regularly with teachers within their loop to plan units and vet other’s lesson plans or share lesson plans to ensure adherence to the curriculum, higher order thinking skills and content knowledge as well as maintaining targeted instruction based on student achievement data. Beginning this school year, TNAACS has begun working with the Cognitive Guided Instruction (CGI) Math Teacher Learning Center who will be providing training for teachers in their methodology which builds teachers’ capacity to listen more effectively to students and engage students with each other’s ideas while focusing on conceptual understanding. Teachers across subject areas described how the they applied the concepts of CGI in other subject areas.
- **Indicator c:** The school aligns its curriculum across grades through its teaching teams, which are each responsible for one grade level cohort and its master teacher organizational structure, overseeing and supporting teachers within their team. Teachers reported that in their daily team meetings teachers vet their peers’ lessons. Since teachers are well versed in the curricular expectations for the grades within their loop, they can align their curriculum within their loop. Whole school data analysis, which seeks to identify gaps in instruction within grades and across the school ensures that alignment is school-wide. In addition, through the coaching teachers receive from TCRWP and CGI, ELA and math curricula are kept in alignment both horizontally and vertically.
- **Indicator d:** During the site visit, teachers and school leaders described the school’s University/ House structure which allows the school to differentiate instruction in the following ways: The House structure groups students heterogeneously to provide opportunity for students of differing abilities to work together. The University structure organizes students based on assessment data, which includes diagnostic data as well as formative and summative data. These groupings are fluid and based on student progress and need. Students with special needs are supported by members of the student support team, consisting of special education teachers, an ESL Teacher and an intervention teacher who meet with teachers according to student need and area of expertise to assist in incorporating strategies to support all learners. Teachers are supported in differentiating instruction in addition to methodologies that provide extra support for students in need.
- **Indicator e:** During the site visit, teachers and administrators discussed how the school’s curriculum choices have evolved. Based on student achievement data and classroom observations, teachers participated in the examination of different curricula before the school decided on its changes. Teachers and administrators discussed why they made the most recent changes to the curriculum, which was rooted in data analysis, differentiated activities and coaching modules to assist teachers in adopting new curricula.

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

- **Indicator a:** In the school's renewal application, TNAACS describes the way in which it ensures that all teachers have a common understanding of rigor and that its curriculum is aligned and responsive to student need. The school's leadership ensures that lesson plans are aligned, are rigorous and effective in multiple ways. Lesson vetting teams analyze lesson plans for the use of effective questioning, alignment to NYSLS, alignment to student assessment data, coherence and opportunities for differentiation. Lessons are revised based on this feedback. Teacher teams also meet with TCRWP and CGI staff developers to plan units and pacing calendars. In the teacher focus group they discussed their use of schools lesson study protocol, where each teacher presents a video-taped lesson to their team for critical feedback and discussion. This occurs three times each year. Finally, the headmaster's formal mini-observations are conducted multiple times throughout the year, to maximize timely feedback to teachers to assist in improving their practice.
- **Indicator b:** During classroom observations, the team noticed near total engagement of students. Teachers exhibited a caring and calm disposition. Interactions between the adults and students were always positive and supportive. The school employs a number of strategies to encourage positive school culture and has incorporated The RULER social and emotional curriculum to assist students in monitoring their behavior and in making productive choices that validate the school's HEARTS Values.

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

- **Indicator a:** The school uses multiple forms of assessment that include nationally normed, formative, diagnostic and summative assessments. The school uses I-Ready Diagnostic Assessment System for Reading and Mathematics, which creates a comprehensive view of each student's proficiency levels and includes scale scores, placement levels and nationally normed scores. The Fountas and Pinnell (F&P) Benchmark Literacy Assessments determine student's independent and instructional reading levels through a running record protocol. Teachers College Reading Writing Project (TCRWP) units of study include pre and post assessments for each unit of study and TERC Investigations instruction includes student observations, formal assessments and analysis of which students approach or meet various benchmarks. Teachers reported their use of math exit slips and writing rubrics developed to assess student writing across a variety of genres. In addition, the school employs a data analysis protocol to identify and solve problems of practice with other schools through the Charter/ District Collaborative, an initiative that brings teachers from different schools together to work collaboratively on using data to guide their honing of instructional strategies.
- **Indicator b:** As described by the school's leadership and teaching staff, the school analyzed student achievement data to inform its decision to transition from its original curricula to its implementation of the TCRWP curriculum and transitioning to TERC Investigations 3. As described in the school's renewal application, since the instituting TCRWP, proficiency rates have improved by 29.4 percentage points between 2016 and 2018. Through its work in refining its math curriculum, schoolwide proficiency rates increased by 22.9 percentage points between 2016 and 2018. The school uses a variety of intervention strategies, driven by student data, to support differentiated lesson plans, student grouping and literacy interventions.
- **Indicator c:** The school has adopted new curricula and engaged with staff development providers to ensure that teachers are successful in its implementation in response to student achievement results. In its renewal application and in the teacher focus group, the school

described the way in which new curricula was adopted and how it gradually rolled it out to staff and students.

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

- **Indicator a:** In its renewal application, the school describes how students who receive special education services are monitored by the school's special education team and ensures that services are being provided through push-in or pull-out sessions according to students Individual Education Plans (IEP's). According to the NYC Department of Education Special Education Office, the school is very responsive to parent/guardians and the special education coordinator is a committed advocate for students and families, and the school uses suspension as a last resort for students not following the Code of Conduct. The report goes on to state the school appears to rely on having special education consultants' coach general education teachers, which limits students' access to special education teachers. Based on materials submitted by the school, classroom observations and focus group meetings with school leadership, classroom teachers and the student support team the school does not rely on consultants to coach general education teachers in the area of special education. Instead each team has a special education lead teacher who supports general education teachers in the areas of modifying instruction and/or materials and providing resources for students with IEP's and teachers. English language learners (ELLs) / Multilingual learners (MLLs) are identified through Home Language Surveys and the administration of the NYSITELL exams. During the site visit, the special education team described how English as New Language/ English as a Second Language (ENL/ ESL) services were provided in stand-alone sessions. In addition, the ENL/ESL coordinator works with teacher teams to support their planning by infusing teaching strategies that support ELLs/MLLs. In its renewal application, the school described how students who are designated economically disadvantage receive free access to the on-line instructional portals that provide materials to support reading and math development in addition to free access to school trips. The school also provides partial scholarships for Roads to Success, an afterschool program at the school designed to expose children to creative learning activities in science music, sports and technology. In addition, the school provides daily healthy snacks to its students and full scholarships to a Saturday Academy for test preparation for all students. In further conversations with the school leader, she stated that the supports outlined in the renewal application are available for diverse learners as well as all students who attend the school.
- **Indicator b:** The school uses its Response to Intervention (RtI) process as the way students who require additional supports are identified and monitored as well as the support services provided. Teachers reported their use of formal and informal classroom assessments as well as computer based assessments are administered throughout the year. During the site visit, teachers described their use of student data during morning meetings focusing on struggling students. Intervention specialists join these teacher meetings to support teacher planning and focus on student progress during student support team meetings to discuss next steps. The school's special education team meets annually to review each students IEP to ensure that each student is receiving services to meet their learning needs.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

1. Element: *Behavior Management and Safety:*

- **Indicator a:** TNAACS' approach to behavioral management is expressed in the school's Hearts Values, which is described in the school's Code of Discipline, submitted with the school's renewal application. The school identifies the teaching team as responsive to Tier I discipline issues, which can be escalated to the dean of students or to the headmaster depending on the severity of the behavior. The school's dean of culture supports teachers in their development of positive culture within the classroom and school.
- **Indicator b:** During the site visit focus groups, parents and teachers reiterated the Hearts Values program as the driver of school culture and behavioral expectations. Teachers

reported on the open door policy of the school which allows parents to observe classes at any time. Teachers reported on the school's approach to behavioral expectations as focused on preventative, collaborative and proactive solutions for students.

- **Indicator c:** During the 2018-2019 school year, the school created a new position, dean of culture who works with teachers to reinforce the school's Hearts Values throughout the school. Additionally, the school reports that new teachers are trained in Conscious Classroom Management and that beginning this school year, all teachers are utilizing RULER as their social emotional learning curriculum. Conversations with teachers and classroom observations demonstrated a schoolwide focus on promoting their positive school culture and assisting students in monitoring their own behavior and making positive productive choices.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. During the site visit, observers noted classrooms and hallways were safe, orderly and productive. Teachers provided proactive supports for students and provided vocabulary and opportunity for students to discuss how they are feeling and what they need. Teachers identified that student misbehavior above Tier 3 warranted the dean of student's attention, while those infractions below Tier 3 were addressed within the classroom setting.

2. Element: *Family Engagement and Communication:*

- **Indicator a:** Parents and teachers described the school's open door policy for all parents and caregivers. The school's website contains all pertinent school information, announcements and school schedule. In the parent focus group, parents noted their appreciation for the regular communication from the school in the form of weekly newsletters from each teacher team, curriculum nights, school-wide and grade level celebrations and a schoolwide newsletter "Charter Chat" that is distributed several times a month.
- **Indicator b:** In the school's renewal application, the regular structures used to communicate student performance to families were articulated. They include parents attending the daily teacher team meetings before the school day, parent teacher conferences, behavioral trackers and a dedicated cell phone for each master teacher so that parents are able to freely communicate with the school.
- **Indicator c:** The school's leadership team reported its use of the NYCDOE's School Survey to measure family satisfaction. The results of these surveys are analyzed by the headmaster and educational leadership team (ELT). Responses to the data can result in revision of current policies or the creation of new policies.
- **Indicator d:** In the charter renewal application, the school has described a process for responding to family concerns that begins with the classroom teacher and can be elevated to the headmaster. Formal complaints to the board as well as appeals to decisions made by the headmaster are handled within 30 days. Discussions with school leadership and board demonstrated the effectiveness of their process. During the parent focus group, parents described the communication between parents and the school, and noted the responsiveness of teachers
- **Indicator e:** School leadership reported their periodic analysis of data and the conversations that occur among board members, the school's leadership team and teacher teams. Parents reported their appreciation of report cards and open school events as the means to being kept aware of their student's progress.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school is instituting the *RULER* program, developed by the Yale Center for Emotional Intelligence to support students in their emotional intelligence and social skills, and to develop leadership skills and foster positive relationships. This program was chosen because of its alignment with the Hearts Values which were established at the inception of the school. During classroom observations the site visit team noted artifacts of the *RULER* program in addition to teachers' inclusion of Hearts Values within regular classroom activities. The student support team reported on the way they provide interventions, behavioral plans and counseling to students in need behavioral support. In addition the school institutes schoolwide programming like the Hearts Heroes, Kindness Challenge and Respect for all programs.
- **Indicator b:** The school uses Skedula Anecdotal Records which records all parent contact and student behavior. Teachers reported having access this data, which is organized by incident type. The school's leadership analyze student behavior to identify trends and areas of concern.
- **Indicator c:** The school collects data from Skedula Anecdotal Records and monitors the effectiveness of their programs. The student support team monitors students who receive counseling or behavioral interventions to document progress and gauge the effectiveness of its intervention services.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

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.

Financial Condition

New American Academy 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 *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. New American Academy Charter School's 2018-2019 composite score is 1.91.

Composite Scores 2014-2015 to 2018-2019

Year	Composite Score
2014-2015	2.05
2015-2016	2.45
2016-2017	2.40
2017-2018	2.17
2018-2019	1.91

Benchmark 5: Financial Management

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

Finding: Meets

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

The Charter School Office reviewed New American Academy Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any 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. Board Oversight and Governance	<ol style="list-style-type: none">The board recruits and selects board members with skills and expertise that meet the needs of the school.The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.The board regularly updates school policies.The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

- **Indicator a:** The school has not maintained a five--member board over the course of the charter term. According to the Trustee Membership Table submitted as an attachment to the renewal application, there were four board members during the 2018- 2019 school year, adding two new trustees August 2019. Two board members have served since 2013, and one since 2014. Four members have expertise in education, all of them having ties to the New American Academy, the school's initial sponsor. There are two trustees with expertise in finance and one in community engagement.
- **Indicator b:** The board has played a role in the strategic and continuous improvement planning of the school. The board uses its regularly scheduled monthly meetings, and self-evaluations of the board and board evaluations of the headmaster to set priorities, review academic data and monitor budget. During the board focus group, trustees discussed the lack of standing committees and its plan for adding an academic and finance committee.
- **Indicator c:** The monthly financial report, provided by Charter School Business Management is presented to the board at each meeting. The board chair and headmaster review academic data periodically and keep in regular contact.
- **Indicator d:** The by-laws and Code of Ethics submitted in the renewal application are unsigned and dated 2012.
- **Indicator e:** During the board focus group, trustees discussed its process for evaluating the headmaster and the board itself. The school uses a survey instrument developed by Board on Track to evaluate the headmaster. Surveys are completed by each board member, and the

responses are compiled and analyzed. The results of the analysis are used in identifying the strengths and growth areas for the headmaster. The board uses a Board on Track survey instrument to assess itself each year. Results from the survey are analyzed by a committee. The data is presented to the board and an action plan is created and implemented. The board did not discuss the use of other forms of data or information included in the above processes.

- **Indicator f:** The board received an email on September 30, 2019 from the CSO counsel that a copy of the attached Renewal Charter Agreement needed to be signed by the board chair. As of January 16, 2020, after calls and email reminders the agreement has not been signed, notarized or submitted correctly. An email was sent by the CSO Executive Director on January 16, 2020 informing the board chair the absence of the school's signed and notarized charter agreement is prohibiting us from being able to proceed on our end and is now putting the renewal of the school in jeopardy.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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

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

Summative Evidence for Benchmark 7:

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

- **Indicator a:** The school is led by the ELT, in a shared leadership model. Team members include the headmaster and the directors of operations, special education/ student support and lead/ master teachers. Decisions are made either by consensus or through informed consent and include the input of members of the leadership team. Teachers, during the focus group conversation mentioned the team structure, master teacher support, curriculum changes and ongoing professional development which is differentiated, as the primary drivers of improvement in student learning.

- **Indicator b:** The school has a clearly defined organizational structure, articulated in its organizational chart and reiterated in teacher and school leadership focus groups. Instructional leadership is provided by master teachers and assisted by partner teachers. Associate teachers and apprentice teachers are responsible for daily instruction and student support. Non-teaching positions are overseen by directors and supervisors, while associates are responsible for the daily operations of the school. The criteria for moving from one level to another is articulated in the school's documents. In focus groups, parents and teachers articulated clearly defined roles and responsibilities.
- **Indicator c:** The school employs a transparent and inclusive decision making process through its shared leadership model, which includes teachers and school leaders. During the teacher and school leadership focus groups, staff articulated the way leadership includes input into schoolwide decision as well as the ways that master teachers surface issues that arise on their teams. Teachers and parents reported satisfaction with the level and quality of the leadership's communication.
- **Indicator d:** According to the school's renewal application, TNAACS has retained 27 of its 31 staff members during the 2017-2018 school year and retained 28 of its 32 staff members during the 2018-2019 school year. One employee was terminated for performance during the 2017-2018 school year. In the NYSED CSO Teacher Survey, 29 of 31 respondents articulated their understanding of the teacher evaluation process which includes a variety of inputs from master teachers, the headmaster and peers in formal and informal settings as well as through the use of video-taped lessons.

2. Element: *Professional Climate:*

- **Indicator a:** The school is fully staffed. Through the schools organizational structure and embedded professional development, and career ladder staff are supported in meeting the educational and operational needs of the organization. In the NYSED CSO Teacher Survey, 72.55% of teachers agreed or strongly agreed that TNAACS is a sustainable place to work.
- **Indicator b:** The school's teacher teams create job embedded opportunities for collaboration among teachers. Teachers meet daily in teams, supported by master and partner teachers. The school also uses a committee structure, which provides opportunities for teachers across teams to work together on school wide initiatives. In addition, schoolwide professional development creates another opportunity for teachers across grades and teams to collaborate. According to the NYSED CSO Teacher Survey, 80.66% of teachers agreed or strongly agreed that faculty members frequently collaborate on matters of curriculum and instruction. In the school leader team focus group, opportunities for cross school collaborations were described through the school's relationship with the Charter/ District Collaborative and the New York City Charter Center's Collaborate for Inclusive Education.
- **Indicator c:** The school embeds its professional development in its team structure where master and lead partner teachers work with associate and apprentice teachers on lesson planning, curricular planning and student achievement data analysis. In their respective focus groups, teachers and school leaders described several programs to ensure that teachers in the school are well supported. They include summer training which is differentiated according to levels of experience, embedded professional development through its teacher teams, dedicated team reflection time supported by a facilitator who ensures deep reflection and honest communication among team members, a transportation allowance and educational reimbursement. The school also employs external professional development providers from TCRWP and the CGI Math teacher Learning Center.

- **Indicator d:** As described in the school’s renewal application, the school has designed a teacher self-assessment checklist based on the Danielson framework with all teachers. By discussing this self-assessment with lead partner or master teachers, areas for development are identified and worked on through the formal and informal evaluation protocols utilized by the school. In addition, the headmaster described her process for providing feedback to teachers in the form of unannounced classroom visitations and feedback sessions.
- **Indicator e:** The school creates a number of opportunities for teachers to provide feedback and gauge teacher satisfaction. The school used the NYCDOE’s School Quality Survey, administered anonymously each year as well as teacher self-reflections. Teachers also provide feedback to administration on the productiveness of their teacher teams. The school also conducts exit interviews with all teachers who leave the school. According to the NYSED CSO Teacher Survey, 74.88% of teachers agree or strongly agree with the statement “Leadership has systems in place to solicit staff feedback

2. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** 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

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</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:

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

- **Indicator a:** Teacher, school leaders and parents all were able to describe the mission of the school and the way the Hearts Values are integrated across the school and celebrated by the school community. The CSO team observed the Hearts Heroes (students who have been selected as exemplifying HEARTS Values) and who given a special cape to wear, as well as classroom activities that recognized the positive behaviors that support the HEART values. The team structure and the collaborative ethos of the school were evident in classrooms, school leadership team and teacher focus groups.
- **Indicator b:** As evident in classroom observations, teacher, parent and school leadership focus groups, the key design elements were in full implementation. School staff described their efforts to continually improve on their implementation based on student achievement data as well as survey feedback and daily observation and reflection.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Meets

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

Summative Evidence for Benchmark 9:

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

- Indicator a: The school has come close to meeting enrollment targets. They meet their maximum approved enrollment and maintain a waiting list across grade levels. In comparison to the district of location, the school retains a higher percentage of students, including English language learners (ELLs) /Multilingual Learners (MLLs) and students who are economically disadvantaged.

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

Summative Evidence for Benchmark 10:

1. Element: **Legal Compliance:**

- Indicator a: The school generally complies with applicable laws and regulations. However, several policy documents are inconsistent with the law and/or guidance and require significant revisions. This includes the complaint policy, discipline policy, by-laws, and enrollment policy
- Indicator b: The board did not meet the statutory requirement of maintaining board membership to a minimum of five members for the 2018-2019 school year. They have since added two additional board members and now meet that requirement
- Indicator c: N/A

Attachment 1: 2019-2020 Renewal Site Visit
New American Academy Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, New American Academy Charter School (The) students tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

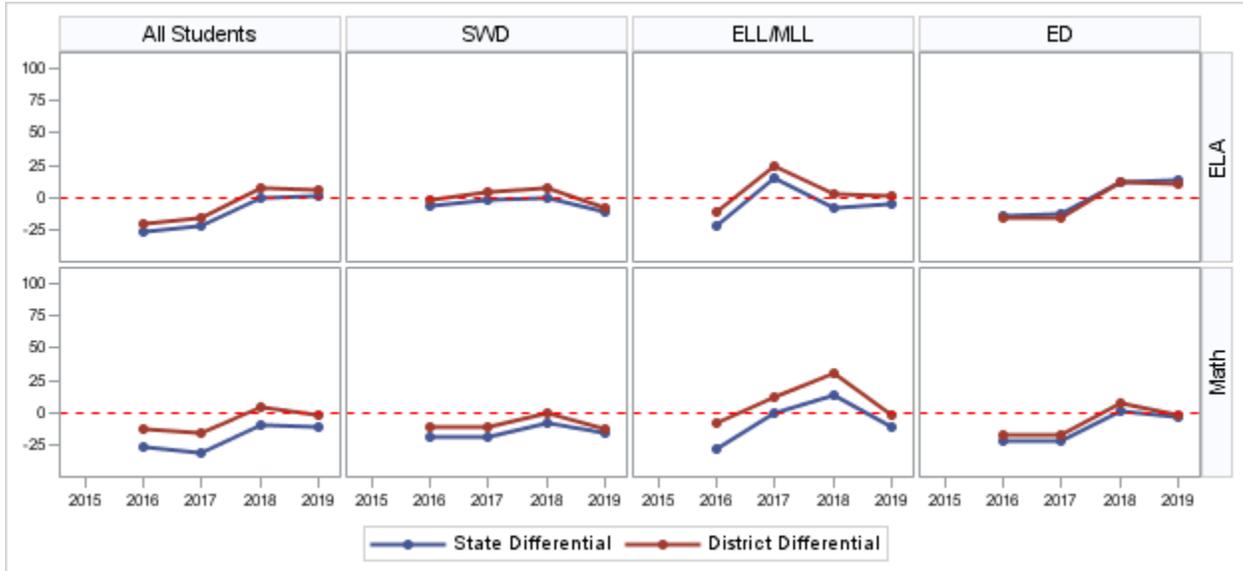
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2016-2017	2017-2018	2018-2019
ELA	All Students	39%	54%	47%
	SWD	20%	32%	11%
	ED	32%	56%	51%
Math	All Students	17%	43%	43%
	SWD	10%	22%	23%
	ED	16%	41%	44%

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

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



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

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
All Students	2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26
	2016-2017	21%	36%	-15	42%	-21	16%	32%	-16	46%	-30
	2017-2018	45%	37%	+8	45%	0	40%	35%	+5	49%	-9
	2018-2019	47%	41%	+6	46%	+1	39%	41%	-2	50%	-11
SWD	2015-2016	7%	9%	-2	13%	-6	0%	11%	-11	18%	-18
	2016-2017	12%	8%	+4	14%	-2	0%	10%	-10	19%	-19
	2017-2018	18%	11%	+7	18%	0	14%	14%	0	22%	-8
	2018-2019	6%	14%	-8	17%	-11	7%	19%	-12	22%	-15
ED	2015-2016	17%	33%	-16	31%	-14	11%	28%	-17	33%	-22
	2016-2017	19%	35%	-16	31%	-12	13%	30%	-17	34%	-21
	2017-2018	47%	34%	+13	35%	+12	39%	32%	+7	38%	+1
	2018-2019	50%	39%	+11	36%	+14	37%	38%	-1	40%	-3

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

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26
	2016-2017	18%	34%	-16	43%	-25	21%	38%	-17	48%	-27
	2017-2018	50%	40%	+10	51%	-1	55%	44%	+11	54%	+1
	2018-2019	51%	49%	+2	52%	-1	46%	50%	-4	55%	-9
Grade 4	2016-2017	23%	37%	-14	41%	-18	10%	27%	-17	43%	-33
	2017-2018	49%	41%	+8	47%	+2	33%	34%	-1	48%	-15
	2018-2019	50%	42%	+8	48%	+2	38%	39%	-1	50%	-12
Grade 5	2017-2018	32%	30%	+2	37%	-5	30%	27%	+3	44%	-14
	2018-2019	41%	32%	+9	38%	+3	33%	33%	0	46%	-13

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

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL/MLL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2015-2016	18%	18%	0	1%	5%	-4	60%	78%	-18
2016-2017	16%	19%	-3	2%	6%	-4	81%	78%	+3
2017-2018	19%	21%	-2	2%	8%	-6	80%	80%	0
2018-2019	17%	22%	-5	2%	9%	-7	75%	78%	-3

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

Table 5: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District	New American Academy Charter School (The)	NYC CSD 18	Differential to District
2016-2017	78%	84%	-6	67%	82%	-15	100%	87%	+13	78%	84%	-6
2017-2018	78%	83%	-5	66%	86%	-20	100%	84%	+16	77%	84%	-7
2018-2019	84%	84%	0	73%	84%	-11	89%	84%	+5	84%	83%	+1

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

***NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL 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).

Charter School Fiscal Accountability Summary

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

2014-15 2015-16 2016-17 2017-18 2018-19

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

K-2	K-3	K-4	K-5	K-5
K-5	K-5	K-5	K-5	K-5
190	250	310	370	370
370	370	370	370	370
191	254	324	362	365

ASSETS

Current Assets

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

245,635	751,044	794,798	1,011,267	1,245,412
80,837	91,727	192,301	205,273	47,605
51,395	50,759	76,886	48,308	56,691
-	-	-	-	-

Total Current Assets

Non-Current Assets

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

280,880	345,832	590,938	513,963	495,063
-	-	75,058	75,095	75,132
-	-	-	-	-
-	-	-	-	-

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

61,524	130,645	128,577	86,791	140,937
132,907	171,132	242,930	338,935	351,544
-	-	-	-	-
-	-	-	-	-
-	1,912	48,292	28,289	89,510

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
 Other Long-Term Liabilities

-	-	-	-	-
-	-	-	-	-

Total Long-Term Liabilities

Total Liabilities

NET ASSETS

Unrestricted
 Restricted

464,316	935,673	1,310,182	1,399,891	1,337,912
-	-	-	-	-

Total Net Assets

Total Liabilities and Net Assets

658,747	1,239,362	1,729,981	1,853,906	1,919,903
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OPERATING REVENUE

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

2,821,437	3,826,712	4,605,951	5,322,607	5,503,093
-	-	310,438	340,327	277,809
-	-	-	-	-
223,317	256,697	196,064	211,125	182,479
13,980	25,637	25,816	28,011	28,242
-	-	-	-	-

Total Operating Revenue

EXPENSES

Program Services

Regular Education
 Special Education
 Other Expenses

1,791,922	2,595,221	3,489,703	4,278,168	4,420,719
496,384	407,278	591,755	791,389	829,804
-	-	-	-	-

Total Program Services

Supporting Services

Management and General
 Fundraising

624,839	5	671,878	689,290	803,168
4,094	12,500	-	-	-

Total Support Services

Total Expenses

Surplus/Deficit from Operations

SUPPORT AND OTHER REVENUE

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

15,912	21	37	37	37
597	1,098	405	143	-
-	400	-	-	-
-	134	239	42	51

Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

306,312	464,316	935,673	1,310,181	1,399,892
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Net Assets - End of Year

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
 Support and Other Revenue

16,014	16,177	15,859	16,304	16,415
86	7	2	1	0

Total Revenue

Expenses - Per Pupil

Program Services
 Management and General, Fundraising
Total Expenses
 % of Program Services
 % of Management and Other
 % of Revenue Exceeding Expenses

11,981	11,821	12,597	14,004	14,385
3,293	49	2,074	1,904	2,200
16,585				
78.4%	99.6%	85.9%	88.0%	86.7%
21.6%	0.4%	14.1%	12.0%	13.3%
-1.0%				

FINANCIAL COMPOSITE SCORE

Composite Score

2.05	2.45	2.40	2.17	1.91
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BENCHMARK and FINDING:

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

WORKING CAPITAL

Net Working Capital
 Working Capital (Current) Ratio

183,436	589,841	644,186	810,833	767,717
1.9	2.9	2.5	2.8	2.3

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

0.3	0.2	0.2	0.2	0.3
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BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Days of Cash

30.7	90.9	61.0	64.1	75.1
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BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

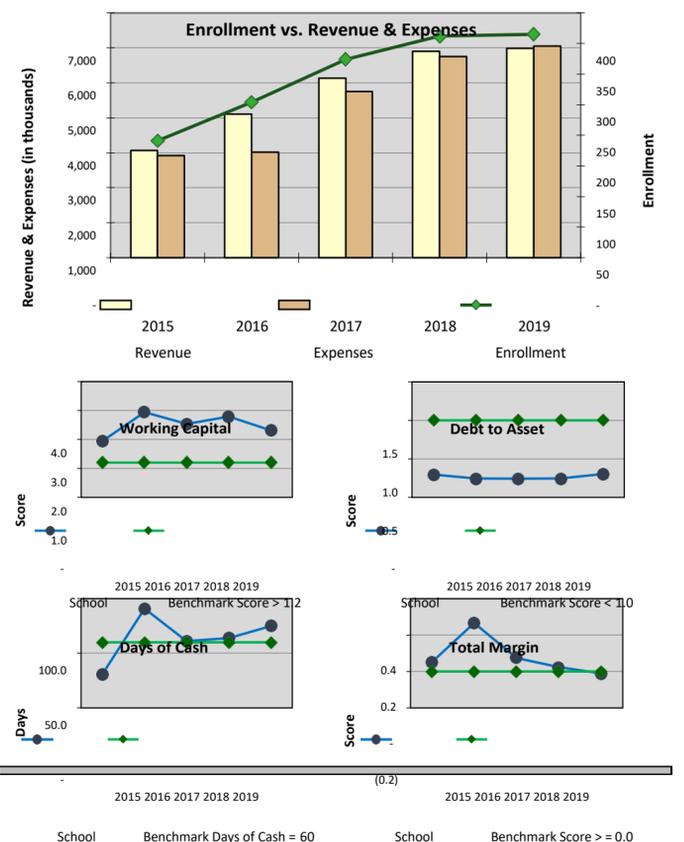
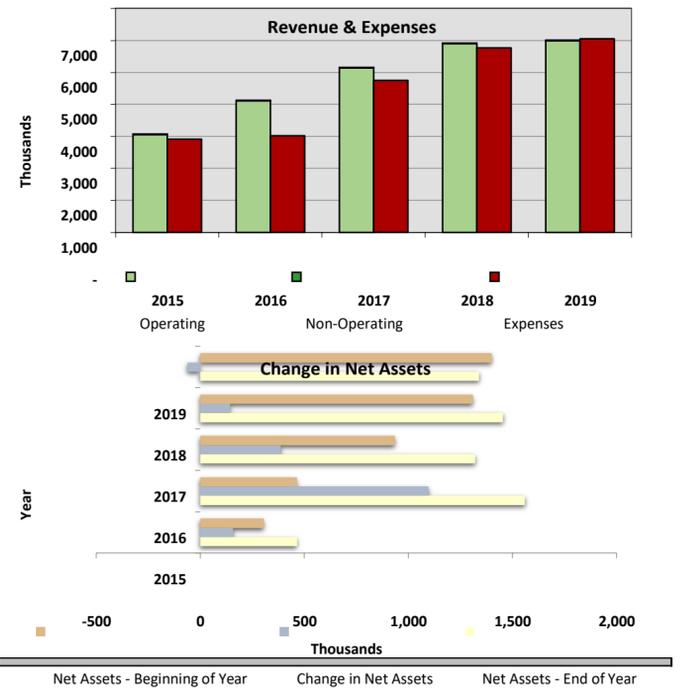
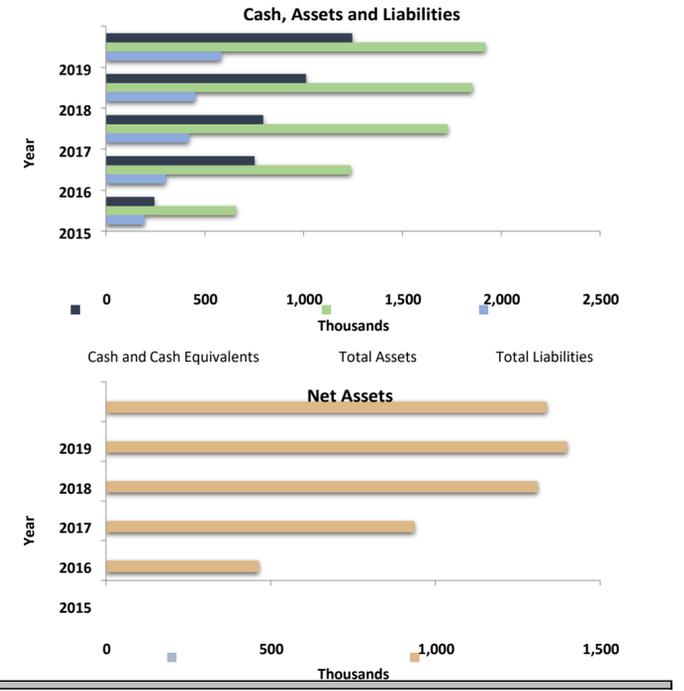
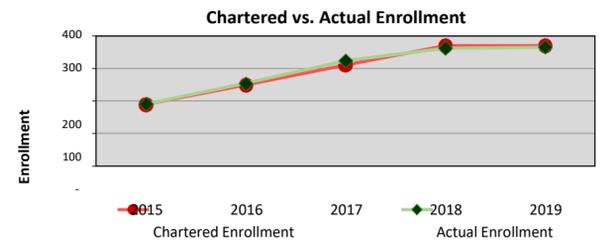
TOTAL MARGIN

Total Margin Ratio

0.1	0.3	0.1	0.0	(0.0)
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BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

RATIOS, BENCHMARKS and FINDINGS

