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
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8
Total Approved Enrollment	330	330	330

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

Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028

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

- x Current 2022-2023 organizational chart;
- x A 2022-2023 master school schedule;
- x Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- x Narrative describing the process used to evaluate school leadership;
- x Narrative describing the process school leadership uses to evaluate teachers;
- x 2022 CSO Annual Survey of Charter Schools: Parents/Guardians, Teachers, and Students;
- x Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- x NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;
- x NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- x Narrative describing the school's progress and efforts made to achieving its enrollment and retention targets;
- x Admissions and Waitlist information;
- x 2021-2022 Faculty/Staff Roster;
- x Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- x School-submitted Annual Reports during current charter term;
- x School's 2022 Self-Evaluation Tool;
- x Prior CSO monitoring reports (check-in, midterm, renewals);
- x School's SY 2022-2023 renewal application;
- x School's 2019 and 2020 Notices of Deficiency/Concern;
- x Any supplementary evidence or data submitted to NYSED by the school;
- x School-provided email feedback from informal walkthrough observations;
- x School-provided formalized teacher observation feedback;
- x School-provided lesson and unit plans for observed classes;
- x School-provided sample student portfolio for Individualized Learning Time;
- x School-provided sample Scope and Sequence;
- x School-

BENCHMARK ANALYSIS

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

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

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

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concern

New York State Education Department

2019

Summary of Findings

- South Bronx Early College Academy (SBECA) is in year eight of operation and serves students in Grades 6-8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- Summary of Areas of Growth and Strengths: SBECA's leadership, teachers, student support staff,

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic proficiency, trends toward

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

Academic Program for Middle School

- MS:
  - Co-teaching occurs in all core academic classes.
  - Alterations of the daily schedule in the 2022-2023 school year have allowed for literacy instruction to be conducted with more fidelity, and for Independent Learning Time (ILT) to provide more small group instruction and student support.
  - Sharing data and progress monitoring with the students themselves helps them take ownership of academic goals.
  - Instructional coaching and team support systems are embedded into the school's organizational structure.
  - Independent reading has been implemented through the "SBECA Reads" program, increased variety of books available, once a week in English Language Arts class and twice a week in ILT.
  - The school's expanded use of project-based learning (PBL) promotes deeper learning across content areas while building skills in research, writing, communication, and time management.
  - o

Academic Program for SWDs and ELLs:

- SWDs:
  - School's co-teaching model promotes inclusivity. Pull-out services occur as necessary.

life connections and hands-on learning, such as hiking trips, also foster student engagement as does the science department's in-house urban garden.

- Indicator c: Ensuring equity and access for all students via differentiation is a priority for SBECA staff. Differentiation was observed in each classroom visit by CSO team members. Classroom observations, for example, showed flexible, fluid grouping and coordination between a paraprofessional and teacher. The paraprofessional circulated around the room and served students to the content area teacher, who was running small-group interventions based on student needs throughout independent practice time. Teacher focus group members cited using Skedula data to differentiate their lessons. Student support focus group members shared that they had training for teachers on differentiation and student needs during the summer. In that training, each teacher team discussed data-based strategies to help students. (e)-7.2 (ea)-2.9 (d)-0.6 (i)-1.5 en

l

education teachers to have a true sense of student abilities and areas where growth is needed, thanks to the communication and clarity provided by interventionists.

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

Element	Indicators
	a school's stance toward in and out of school suspensions, and is implem throughout the school by all school staff with fidelity.

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

Summative Evidence for Benchmark 3:

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

NOTE: Expected responses for parents and students is based on 2021-22 BEDS Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

- Indicator b:

attendance, grades, etc., they seek to diagnose issues early on and work with the students and their families

- Indicator c: By supporting a smooth integration of family and community with the school, SBECA implements programs that promote social emotional health of students. Parents are invited to monthly coffee chats in front of the school in the morning, according to teacher focus group members Parents share their concerns. SBECA also puts on monthly family workshops that membuliitmengycotte.5 (8g)-6.5 (tt-1.5 (t).8 J 0 Tcn-71 (g).-71 4)-4.Tc 0.149 Tw 3.80677 -1[mu.3 (e)n.3

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 improved. The school received a rating of Approaches for Benchmark 4 in Spring 2021 Mid-Term S:(s)-3.

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	Indicators
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school' management, comprehensive service provider(s), if applicable, f operol0.20oad

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school while engaging in appropriate and consistent oversight of the school's performance and management.

1. Element: Board Oversight and Governance:
   - Indicator a: Prior to the COVID pandemic, the board of trustees were examining a performance-based evaluation process for evaluating themselves. Board members check in on one another to ensure meeting attendance and availability and do recognize their need for a formal assessment. Despite the recent shift in principals, the board uses the Multidimensional Principal Performance Rubric (MPPR) to evaluate school leadership annually. In this rubric, the board responds to the principal's self-evaluation. The board states that they are proud of the leadership team the new principal has built and they have trust in his sound daily decisions. The board president is also connected to community partner Women's Housing and Economic Development Corporation (WHEDco). When discussing SBECA's relationship with WHEDco, the board chair, who is also the president of WHEDco, states he recuses himself. The principal provides an evaluation of WHEDco's services, including the counselor and academic and youth services team in the afterschool program. The board is proud of their partnership with WHEDco and how both WHEDco and the school have stayed true to their mission.
   - x Indicator b: There are eight members (plus one pending) of the board of trustees. One member has extensive experience in urban education as a former official in the NYCDOE Division of Teaching and Learning. Her expertise is utilized by the board and school alike as a "thought partner." Other areas of board member expertise include nonprofit administration, entrepreneurship, philanthropy, law, and understanding of the Bronx community.
   - x Indicator c: The board takes an active role in monitoring all operations of SBECA. Specifically, board focus group members spoke at length about student academic achievement. Board focus group members discussed partnering with new school leadership to revamp ILT time, as it was a concern on the CSO midterm report. The renewal application states that school leadership delivers presentations on topics ranging from the school's financial condition, student demographics, enrollment and attendance, family engagement, staffing, special school events/accomplishments and/or progress toward academic goals at board meetings.
   - x Indicator d: According to board focus group members, the board is committed to the mission of SBECA and is constantly building on its learning. The original design of SBECA was to develop a middle school to prepare students for admission into highly competitive high schools. [illegible]

- Indicator b: Last year, there was a focus on developing more student-centered pedagogy through the use of PBL at SBECA. School leaders were looking to increase student voice, engagement, agency, creativity, and collaboration is thr

1) Use of Research-based, Standards-aligned Curricula and Instructional Strategies: An extensive battery of diagnostic assessments, a curriculum that all instructional stakeholders have access to is constantly growing and being refined, and a culture of coaching strongly demonstrates SBECA's commitment to implementation of research-based, standards-aligned curricula and pedagogical techniques.
2) Comprehensive Advisory and Classroom Support: Integrated co-teacher (ICT) support in every core academic class and ILT time that includes targeted reading intervention and data-informed small group instruction are designed to assist students. School staff are proactive in addressing student needs, even conducting i-Ready testing in the summer. P

6) Differentiated and Personalized Instruction: Teacher focus group members noted how cross-grade collaboration and an all-encompassing commitment toward student support

the charter term, which was four percentage points above the district of location for the 2021-2022 school year. The school's ELTd 7D222sa

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	Indicators
1. Legal Compliance	x The school has compiled a record of substantial compliance w applicable State and federal laws and regulations and the provisions of

2022 NYSED Charter School Information Dashboard

Overview

	BEDS Code	2021–2022 Enrollment
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL	320800861068	298

ESEA Accountability Designation (2021–2022):	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.

Charter School Information

School District of Location:	NEW YORK CITY
Total Public School Enrollment of Resident Students attending a Charter	23%
Additional School District: (if applicable)*	
Total Public School Enrollment of Resident Students attending a Charter	–
Grades Served:	
Address:	
Website:	www.sbecacs.org
RIC:	NEW YORK CITY
Regents Region:	
Regent:	ARAMINA VEGA FERRER
Active Date:	
Authorizer:	
CEO:	
CEO Phone:	
CEO Email:	
BOT President:	
BOT President Phone:	
BOT President Email:	
Institution ID:	800000082489

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

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2019
Current Term:	7/1/20 – 6/30/23
2018–2019	Check in
2019–2020	Renewal
2020–2021	Midterm
2021–2022	Check in
2022–2023	Renewal

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	28%	298	84
Student Survey (Grades 9–12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	58%	33	19

2022 3 r8 Assessment2021 4 Year Graduations

	ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Bronx Dance Academy School	r16	+6	r29	.
Esmt rIS 190	r3	r3	r25	.
JHS 118 William W Niles	r20	r18	r51	.
Lackawanna MS	+14	+8	r16	.
MS 935	r25	r3	.	.
Mott Hall CS	r4	r6	r26	.
Mott Hall Community School	r6	+2	r41	.
North Bronx School of Empowerment	+13	+7	r17	.
Pelham Academy of Academics and Community Enga	r18	r18	r47	.
Science and Technology Academy: A Mott Hall Scho	r25	r33	r67	.
Mean	r9	r6	r35	.
Academy of Applied Mathematics and Technology	r11	r7	r46	.
Andries Hudde	r2	+7	r16	.
Brighton Academy	+26	+15	r1	.
Bronx Green MS	r10	+3	.	.
Bronx Mathematics Preparatory School (The)	r1	+1	r38	.
Bronx School of Young /C2_2 1 Tf 5.296 0 0 11 Tm <0003>T8w03>T8w03>T8w03>T8w03>T8w03>T5 /TT2 1 Tf -43.938 -1.734 Td				

2022 NYSED Charter School Information Dashboard

Benchmark 1 r Indicator 1 for Similar Schools Comparison

Vista Academy	r16	r9	r62	.
Higf (Park)Tj /C2_1IS scn /TT0 1 Tf 24.297 0 Td (+8f (Park)Tj /C2_1IS scn /TT0 1 Tf 24.297 0 Td (+84)Tj /C2_1 1 Tf 6.495 0 Te				
Mean	r7	r2	r34	.
Accion Academy	+1	+8	r12	.
Albert Shanker School for Visual and Performing Arts	r27	r20	r56	.
Atmosphere Academy Public CS	r27	r22	r48	.
Baychester MS	r3	+3	r19	.
Bronx Park MS	r3	r1	r26	.
East Lower School	+18	+11	.	.
Emerson School (The)	0	0	r9	.
Fannie Lou Hamer MS	+6	+8	r28	.
Forte Preparatory Academy CS	r25	r45	r71	.
Franklin Lower School	+21	+14	r8	.
Grant MS	+8	+10	r15	.
Highland Park Commua9al26Sch.612 0 0.024 scn /C2T1 1 Tf (School)Tj /C2_1 0 0 1 [illegible] Td (Franklin)Tj /C2_1 1 Tf 3.252				

2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER

South Bronx Early College Academy CS		ELA							
		All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016		14%	17%	11%	14%	9%	3%	11%	9%
		30%	34%	39%	30%	16%	16%	10%	13%
		39%	28%	36%	38%	33%	18%	23%	34%
2018-2019		41%	20%	33%	40%	28%	15%	20%	28%
		45%	24%	40%	43%	19%	13%	6%	19%

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

2022 NYSED Charter School Information Dashboard

Benchmark

2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

(3) Elementary/Middle

		ELA					Science								
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
	2015-2016	4%	22%	-18	34%	-30	3%	23%	-20	40%	-37		r		rr	r
	2016-2017	10%	24%	-14	37%	-27	7%	21%	-14	39%	-32		r		rr	r
	2017-2018	26%	34%	-8	46%	-20	18%	25%	-7	40%	-22	16%	43%	-27	59%	-43
	2018-2019	28%	34%	-6	45%	-17	36%	32%	+4	43%	-7	51%	39%	+12	56%	-5
	2021-2022	32%	41%	-9	52%	-20	28%	18%	+10	34%	-6	47%	32%	+15	50%	-3
	2015-2016	0%	5%	-5	7%	-7	0%	8%	-8	12%	-12		r		rr	r
	2016-2017	2%	6%	-4	9%	-7	0%	6%	-6	10%	-10		r		rr	r
SWD	2017-2018	11%	12%	-1	15%	-4	6%	7%	-1	12%	-6	10%	21%	-11	32%	-22
	2018-2019	9%	11%	-2	14%	-5	12%	11%	+1	13%	-1	11%	23%	-12	29%	-18
	2021-2022	9%	14%	-5	18%	-9	13%	5%	+8	10%	+3	20%	16%	+4	25%	-5
	2015-2016	0%	5%	-5	9%	-9	0%	8%	-8	16%	-16		r		rr	r
	2016-2017	3%	5%	-2	7%	-4	3%	7%	-4	14%	-11		r		rr	r
ELL	2017-2018	14%	16%	-2	20%	-6	11%	16%	-5	21%	-10	14%	22%	-8	31%	-17
	2018-2019	17%	14%	+3	19%	-2	32%	20%	+12	23%	+9	37%	19%	+18	27%	+10
	2021-2022	20%	22%	-2	29%	-9	23%	9%	+14	18%	+5	55%	11%	+44	25%	+30
	2015-2016	5%	20%	-15	24%	-19	3%	20%	-17	28%	-25		r		rr	r
	2016-2017	9%	22%	-13	27%	-18	5%	19%	-14	27%	-22		r		rr	r
ED	2017-2018	26%	31%	-5	36%	-10	18%	23%	-5	30%	-12	14%	40%	-26	50%	-36
	2018-2019	28%	32%	-4	35%	-7	36%	29%	+7	33%	+3	48%	35%	+13	47%	+1
	2021-2022	30%	38%	-8	43%	-13	25%	16%	+9	25%	0	45%	30%	+15	41%	+4

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

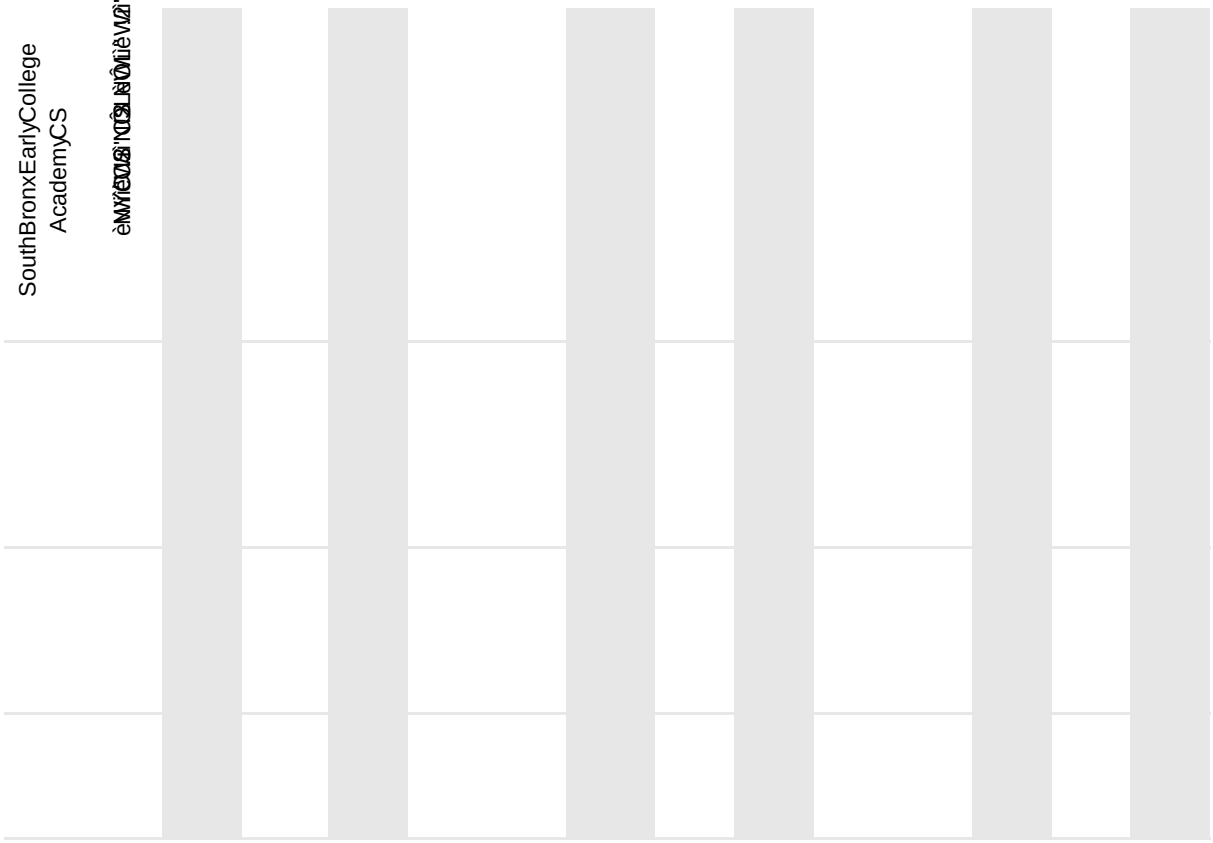
2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade Level Proficiency:



2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade Level Proficiency:

English Language Learners Grade Level Proficiency

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	5%	-5	9%	-9	0%	8%	-8	16%	-16		r		rr	r
	2016-2017	0%	5%	-5	6%	-6	7%	8%	-1	15%	-8		r		rr	r
	2017-2018	10%	18%	-8	24%	-14	15%	18%	-3	23%	-8		r		rr	r
	2018-2019	15%	16%	-1	22%	-7	15%	21%	-6	26%	-11		r		rr	r
	2021-2022	13%	28%	-15	37%	-24	17%	10%	+7	21%	-4		r		rr	r
Grade 7	2016-2017	6%	4%	+2	8%	-2	0%	4%	-4	12%	-12		r		rr	r
	2017-2018	10%	12%	-2	15%	-5	15%	16%	-1	20%	-5		r		rr	r
	2018-2019	11%	9%	+2	14%	-3	5%	16%	-11	21%	-16		r		rr	r
	2021-2022	9%	20%	-11	26%	-17	0%	9%	-9	18%	-18		r		rr	r
Grade 8	2017-2018	23%	17%	+6	21%	+2	5%	13%	-8	19%	-14	14%	22%	-8	31%	-17
	2018-2019	25%	17%	+8	19%	+6	72%	22%	+50	21%	+51	37%	19%	+18	27%	+10
	2021-2022	39%	17%	+22	21%	+18	52%	7%	+45	14%	+38	55%	11%	+44	25%	+30

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	20	10%	90%	-80		r		r		r	r	r	20	10%	81%	-71
	2018-2019	99	73%	89%	-16	28	32%	55%	-23	18	72%	62%	+10	91	71%	80%	-9
	2019-2020	99	100%	100%	0	23	100%	100%	0	9	100%	100%	0	91	100%	100%	0
	2021-2022	95	49%	81%	-32	22	23%	42%	-19	21	52%	49%	+3	77	47%	68%	-21
Living Environment	2019-2020	96	100%	100%	0	23	100%	100%	0	9	100%	100%	0	88	100%	100%	0
	2021-2022	93	47%	77%	-30	20	20%	43%	-23	20	55%	41%	+14	75	45%	65%	-20
US History and Government	2017-2018	24	46%	79%	-33		r		r		r	r	r	22	45%	74%	-29
	2018-2019	99	26%	72%	-46	28	11%	39%	-28	18	28%	53%	-25	91	25%	68%	-43
	2019-2020	100	100%	100%	0	23	100%	100%	0	10	100%	100%	0	92	100%	100%	0
	2021-2022	98	100%	100%	0	22	100%	100%	0	21	100%	100%	0	79	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 r Indicator 1 Enrollment and Retention

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted r Target = 100%

South Bronx Early College Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017r2018	326	335	103%
2018r2019	326	334	102%
2019r2020	326	326	100%
2020r2021	330	308	93%
2021r2022	330	298	90%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District
2017r2018	28%	29%	r1	19%	19%	0	94%	85%	+9
2018r2019	29%	26%	+3	15%	19%	r4	91%	84%	+7
2019r2020	27%	26%	+1	13%	19%	r6	90%	85%	+5
2020r2021	26%	26%	0	7%	20%	r13	90%	87%	+3
2021r2022	23%	27%	r4	23%	21%	+2	90%	86%	+4

*See NOTES (2) and (6).

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2022 NYSED Charter School Information Dashboard

Benchmark 9 r Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii Retention:

Retention r Aggregate and Subgroups

All Students			SWD			ELL					
South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District
85%	90%	r5	80%	87%	r7	91%	89%	+2	87%	90%	r3
91%	89%	+2	82%	88%	r6	93%	88%	+5	92%	89%	+3
87%	89%	r2	85%	87%	r2	73%	89%	r16	87%	89%	r2
91%	92%	r1	89%	89%	0	87%	89%	r2	90%	92%	r2
85%	85%	0	83%	80%	+3	94%	85%	+9	85%	86%	r1

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

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficient on the NYSTP ELA, math, or science assessments or on the Regents science exams.

(2) For the students with disabilities and the English Language Learners subgroups, both tested students who scored proficient and graduates). ª ð 0Scho

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficienc level increased from one year to the next (a proficient score is level 3 or 4).

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3 r8 assessments and the 4 ryear 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 passed at least one of their Regents math exams with a score equal to or higher than 80.

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NYS BOARD OF REGENTS
AUTHORIZED CHARTER SCHOOLS

Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	78%	89	1
	Somewhat Agree	18%	1,633	17%	19	-1
	Neither Agree nor Disagree	4%	331	4%	5	0
	Somewhat Disagree	1%			4%	401
		Somewhat Disagree			2%	198
Q1b I am aware of the academic supports available to my child.		Strongly Disagree			1%	127
		Strongly Agree			72%	6,617
		Somewhat Agree			20%	1,887
		Neither Agree nor Disagree			5%	
Q1c The teaching quality at this school is very high.						
Q2a The school's discipline policy is clear.						

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	71%	81	4
	Somewhat Agree	18%	1,628	17%	19	-1
	Neither Agree nor Disagree	11%	1,058	10%	11	-1
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	2%	2	0
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	70%	80	3
	Somewhat Agree	17%	1,574	18%	21	1
	Neither Agree nor Disagree	13%	1,240	10%	11	-3
	Somewhat Disagree	1%	133	1%	1	0
	Strongly Disagree	1%	111	1%	1	0
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	72%	82	5
	Somewhat Agree	20%	1,835	19%	22	-1
	Neither Agree nor Disagree	9%	840	8%	9	-1
	Somewhat Disagree	2%	218	1%	1	-1
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	68%	77	7
	Somewhat Agree	20%	1,873	24%	27	4
	Neither Agree nor Disagree	15%	1,367	9%	10	-6
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

Difference

Difference

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	89%	101	2
	No	4%	353	1%	1	-3
	I don't know the school's mission	10%	883	11%	12	1
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	46%	53	-6
	Somewhat Agree	12%	1,073	11%	12	-1
	Neither Agree nor Disagree	7%	685	7%	8	0
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	35%	40	7
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	51%	58	-7
	Somewhat Agree	10%	953	11%	13	1
	Neither Agree nor Disagree	6%	507	8%	9	2
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	30%	34	5
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	10%	11	-3
	Somewhat Agree	13%	1,191	20%	23	7
	Neither Agree nor Disagree	11%	1,021	9%	10	-2
	Somewhat Disagree	7%	604	9%	10	2
	Strongly Disagree	27%	2,455	17%	19	-10
	Did not experience in-person learning	30%	2,748	36%	41	6

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	23%	2,082	25%	28	2
	Somewhat Agree	15%	1,419	22%	25	7
	Neither Agree nor Disagree	13%	1,207	11%	13	-2
	Somewhat Disagree	7%	631	3%	3	-4
	Strongly Disagree	14%	1,301	6%	7	-8
	Did not experience in-person learning	28%	2,565	33%	38	5
	Strongly Agree	69%	6,334	77%	88	8
	Somewhat Agree	19%	1,739	15%	17	-4
	Neither Agree nor Disagree	6%	552	4%	5	-2
	Somewhat Disagree	3%	256	3%	3	0
	Strongly Disagree	2%	202	1%	1	-1
	Did not experience remote learning					

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Difference

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	39%	3,628	34%	39	-5
	Somewhat Agree	27%	2,507	36%	41	9
	Neither Agree nor Disagree	15%	1,420	10%	11	-5
	Somewhat Disagree	9%	867	6%	7	-3
	Strongly Disagree	9%	783	14%	16	5
	Strongly Agree	35%	3,258	37%	42	2
	Somewhat Agree	23%	2,123	22%	25	-1
	Neither Agree nor Disagree	14%	1,313	14%	16	0
	Somewhat Disagree	10%	877	12%	14	2
	Strongly Disagree	18%	1,634	15%	17	-3
	Strongly Agree	52%	4,773	54%	62	2
	Somewhat Agree	24%	2,249			18

After doing lots of research I have to say we are bless that our child attends SBECA where the teachers all reach out to each student and go far beyond I could have asked for, especially during these unprecedented times. Each educator has shown my child and myself commitment not only to the schools policy but to the students. You can see the passion conveyed in each lesson for every subject taught. I cannot wait for my daughter to experience all SBECA has to offer for in

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

Good reviews, high student educational expectations, good equipment (in general), great staffing,safe environment, teachers involvement, students engagement.

Great school.

Heard good things about it

High recondition from a former student/relative

His cousin attended this school and her mother raved about how good this school was

I believe in their mission and was recommended by a staff in my daughter's Elementary School.

I believe that my child thrives in this environment.

I choose this school because is the best school in our neighborhood, as a charter school they are strict and push their students to work hard in every subject.

I choose this school because the principal is highly dedicated to ensure the future of the student and school. Also the teaching is high level to encourage student to participate and get a higher grades. The school inviroment is clean.

I choose this school for my child because of its level of diversity,it not only teaches my child but teaches me and theres not one day that I regret . The teaching is spectacular my son is learning and he's

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New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

	tour of the school, word of mouth and happy with academic learning

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

Soh8o BroEarly ColegAcady CS

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						Difference
	Strongly Agree	75%	1,804	82%	27	7
	Somewhat Agree	19%	456	15%	5	-4
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	3%	1	2
	Strongly Agree	66%	1,602	73%	24	7
	Somewhat Agree	22%	528	18%	6	-4
	Neither Agree nor Disagree	8%	182	0%	0	-8
	Somewhat Disagree	3%	66	6%	2	3
	Strongly Disagree	1%	34	3%	1	2
	Strongly Agree	59%	1,413	73%	24	14
	Somewhat Agree	28%	664	18%	6	-10
	Neither Agree nor Disagree	9%	219	3%	1	-6
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	6%	2	5
	Strongly Agree	60%	1,436	73%	24	13
	Somewhat Agree	29%	692	21%	7	-8
	Neither Agree nor Disagree	5%	130	3%	1	-2
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	3%	1	1

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	61%	1,480	73%	24	12
	Somewhat Agree	24%	576	18%	6	-6
	Neither Agree nor Disagree	8%	196	0%	0	-8
	Somewhat Disagree	4%	101	6%	2	2
	Strongly Disagree	2%	59	3%	1	1
	Strongly Agree	42%	1,009	64%	21	22
	Somewhat Agree	27%	660	18%	6	-9
	Neither Agree nor Disagree	21%	509	18%	6	-3
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
	Strongly Agree	65%	1,572	67%	22	2
	Somewhat Agree	27%	650	30%	10	3
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34			

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	70%	23	7
	Somewhat Agree	28%	673	24%	8	-4
	Neither Agree nor Disagree	5%	110	3%	1	-2
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	3%	1	2
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	70%	23	12
	Somewhat Agree	26%	634	21%	7	-5
	Neither Agree nor Disagree	6%	146	3%	1	-3
	Somewhat Disagree	7%	166	3%	1	-4
	Strongly Disagree	3%	61	3%	1	0
Q2e There is a uniform expectation for 5.494 ahcere' sdadD dd 5.494 ahcere'litieAgSSOn1.64 1.18.8re W n BT 0 0 9.48 -0 0 9.48 454.56 380.00 Tm [(st)4.9 (u)4.4 (d)4.4 (en)4.4 (t)4.9 (s.)]TJ EMC ET /P <</MCID 561 >>T 9.48 sTd [(l 5.494 ahcere'litquiS.6 (l)ect2d The school pr0.5 (t)4.9 (3at)4.9 (u)4.4 (d)4.4 (en)4.4 (t)4.9 (s.)]TJ EMC ET /P <</MCID 561 >>T 9.48 sTd [(d	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	6%	2	1
	Strongly Disagree	2%	52	3%	1	1
	Strongly Agree	69%	1,676	79%	26	10
	Somewhat Agree	25%	606	15%	5	-10
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	3%	1	1
	Strongly Disagree	1%	16	3%	1	2

Difference

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	82%	27	10
	Somewhat Agree	19%	466	15%	5	-4
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	3%	1	2
Q4f 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.	Strongly Agree	67%	1,627	73%	24	6
	Somewhat Agree	22%	533	21%	7	-1
	Neither Agree nor Disagree	7%	159	3%	1	-4
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	3%	1	2
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	73%	24	18
	Somewhat Agree	27%	644	24%	8	-3
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	7%	157	0%	0	-7
	Strongly Disagree	3%	75	3%	1	0
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	48%	16	16
	Somewhat Agree	30%	719	24%	8	-6
	Neither Agree nor Disagree	15%	353	15%	5	0
	Somewhat Disagree	15%	353	9%	3	-6
	Strongly Disagree	9%	211	3%	1	-6

New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

	All Charter Schools	South Bronx Early College Academy CS	Difference

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	48%	16	4
	Somewhat Agree	32%	766	33%	11	1
	Neither Agree nor Disagree	12%	281	12%	4	0
	Somewhat Disagree	9%	216	0%	0	-9
	Strongly Disagree	3%	82	6%	2	3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	64%	21	15
	Somewhat Agree	25%	595	18%	6	-7
	Neither Agree nor Disagree	14%	337	9%	3	-5
	Somewhat Disagree	7%	179	3%	1	-4
	Strongly Disagree	5%	113	6%	2	1
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	67%	22	5
	Somewhat Agree	25%	613	24%	8	-1
	Neither Agree nor Disagree	8%	185	3%	1	-5
	Somewhat Disagree	4%	89	3%	1	-1
	Strongly Disagree	2%	41	3%	1	1
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific	Strongly Agree	58%	1,409	73%	24	15
	Somewhat Agree	26%	626	18%	6	-8
	Neither Agree nor Disagree	9%	229	3%	1	-6
	Somewhat Disagree	5%	110	3%	1	-2
	Strongly Disagree	2%	38	3%	1	1

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	88%	29	10
	Somewhat Agree	17%	409	9%	3	-8
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	3%	1	2
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	76%	25	10
	Somewhat Agree	24%	590	15%	5	-9
	Neither Agree nor Disagree	6%	141	6%	2	0
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	3%	1	2
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	70%	23	9
	Somewhat Agree	27%	662	27%	9	0
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	3%	1	1
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	79%	26	12
	Somewhat Agree	22%	528	15%	5	-7
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	3%	1	0
	Strongly Disagree	2%	39	3%	1	1

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	76%	1,836	85%	28	9
	Somewhat Agree	20%	480	12%	4	-8
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	3%	1	2
	Strongly Agree	66%	1,600	79%	26	13
	Somewhat Agree	23%	554	12%	4	-11
	Neither Agree nor Disagree	6%	138	3%	1	-3
	Somewhat Disagree	4%	85	3%	1	-1
	Strongly Disagree	1%	35	3%	1	2
	Name Given	66%	1,597	61%	20	-5
	Don't Know	34%	815	39%	13	5
	This school year	61%	1,469	61%	20	0
	The previous school year	16%	381	18%	6	2
	Prior to the previous school year	5%	121	3%	1	-2
	I'm not aware of any DASA policy	18%	441	13		

New York State Department of Education
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All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	66%	1,601	79%	26	13
	Somewhat Agree	24%	579	15%	5	-9
	Neither Agree nor Disagree	6%	139	3%	1	-3
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	3%	1	2
	Strongly Agree	71%	1,721	76%	25	5
	Somewhat Agree	22%	528	18%	6	-4
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	3%	1	

New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	76%	25	10
	Somewhat Agree	22%	536	18%	6	-4
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	3%	1	0
	Strongly Disagree	2%	37	3%	1	1
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	73%	24	14
	Somewhat Agree	18%	437	15%	5	-3
	Neither Agree nor Disagree	20%	475	9%	3	-11
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	3%	1	2
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	79%	26	11
	Somewhat Agree	23%	553	18%	6	-5
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	3%	1	1
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	73%	24	19
	Somewhat Agree	24%	578	15%	5	-9
	Neither Agree nor Disagree	14%	335	6%	2	-8
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	6%	2	4

New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

	All Charter Schools	Difference

Difference

New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q16c 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.	Strongly Agree	48%	1,154	64%	21	16
	Somewhat Agree	26%	639	21%	7	-5
	Neither Agree nor Disagree	12%	294	9%	3	-3
	Somewhat Disagree	8%	201	3%	1	-5
	Strongly Disagree	5%	124	3%	1	-2
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	73%	24	17
	Somewhat Agree	24%	578	18%	6	-6
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	7%	166	6%	2	-1
	Strongly Disagree	5%	126	3%	1	-2
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	61%	20	7
	Somewhat Agree	26%	635	24%	8	-2
	Neither Agree nor Disagree	10%	251	6%	2	-4
	Somewhat Disagree	6%	141	6%	2	0
	Strongly Disagree	3%	81	3%	1	0
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	73%	24	16
	Somewhat Agree	27%	657	21%	7	-6
	Neither Agree nor Disagree	8%	194	3%	1	-5
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	3%	1	0

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Difference

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All Charter Schools Response n = 2,412

South Bronx Early College Academy CS Response n = 33

		All Charter Schools		South Bronx Early College Academy CS		Difference
	Strongly Agree	63%	1,514	82%	27	19
	Somewhat Agree	24%	573	12%	4	-12
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	3%	1	-2
	Strongly Disagree	2%	57	3%	1	1
	Strongly Agree	64%	1,554	82%	27	18
	Somewhat Agree	22%	537	12%	4	-10
	Neither Agree nor Disagree	9%	219	3%	1	-6
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	3%	1	1
	Strongly Agree	57%	1,365	76%	25	19
	Somewhat Agree	22%	529	15%	5	-7
	Neither Agree nor Disagree	16%	390	6%	2	-10
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	3%	1	1
	Strongly Agree	45%	1,077	55%	18	10
	Somewhat Agree	33%	804	27%	9	-3

1 SomewAgrnor 2% 390

Difference

-Do Now -Brief Mini Lesson -Student centered Learning Activity -Teachers working with groups across the entire class -Differentiated lessons and materials -Exit Ticket

A and

Academic rigor in my classroom consists of materials designed for high, medium and low learners.

Academic rigor in my classroom include introducing and having students read high level primary sources that are suited for 11th grade text. We dive in deeply to different perspectives and topics about American History and relate todays topics to the past. In addition, we have various project at different rigorous level and student

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Our class begins with an MEP Do Now I do, students are introduced to a new topic various videos connecting the lesson to the real world. Students

Standards are aligned and students are challenged.

Students are challenged to think, perform, and grow to a level that they were not at previously and they must work, to build their skills, understanding, and thinking power so that they can achieve at higher and higher levels. The standards are calibrated so that students are compelled to grow but are not frustrated and overwhelmed in the process.

Students are provided with google classroom materials as well as hands-on material to better

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	We use reading materials at varying readability levels; We record our lessons so students may access and review it; we use spelling or vocabulary lists at readiness levels of students;

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South Bronx Early College Academy CS

Exit tickets and quick checks for understanding are a couple of ways data is used in our classrooms. Exit tickets provide information on whether teachers need to re-teach a skill the next day. Checks for understanding makes helps teachers on the spot modify their lesson if necessary. Formative assessments are used to provide the school information regarding intervention needs, and to create heterogeneous small group learning.
Following up with the students and making sure to offer extra support.
How to teach. What standards to work on.
I use data in the classroom by using formative assessments to gauge understanding and inform instruction.
I use the data to do student groupings and to differentiate assignments.
In our class, we look at Exit Tickets to help determine our next steps. If we see that students achieved the days objective, we move on. If they did not achieve the objective, we will reteach part of the lesson the next day before starting the new material. We also use data from tests to determine which standards the students did not understand which will lead to reteach lessons.
Iready
N/A
N/a
The data is used to determine to which student would benefit from a mini reteach lesson or have mastered and ready to move on to the next topic
The data is what allows me to develop lesson and unit plans. Reteaching certain standards when I can to ensure quality learning.
To inform instruction -scaffolding groupings , pre-teach & reteach groups.

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We group students occasionally to see how well student are engaged in the topic at hand. Sometimes the data shows where a student may need more assistance which we provided additional support on Saturday school and allow also office hours for more help.

We have daily meetings where we discuss formative data (classroom observations including student behavior, student explanations and conversations etc.) and summarize data (exit tickets, exams, independent practice etc.). We utilize these meetings to better adapt our teaching to meet the needs of our students; we even talk about individual students. We also utilize the data to make adaptations to our lesson sequencing based on what students' strengths and weaknesses are.

We use data from assessments (formative and summative) to alter instruction and target specific standards with which students struggled. These power standards form the basis of reteaches and reassessments to ensure mastery.

We use data to inform our instruction. Formative assessments are used to see understanding such

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	for determining groups, reteaches, concept mastery
	n/a
	providing students with work on their reading levels

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South Bronx Early College Academy CS

Breakout rooms/Blackboard points aftereach class.d

Grade level and School-wide staff meetings in addition to conversations with members of the administrative staff

Human Resources Supervisor Assistant principal Principal With colleagues

In meetings with the school culture team we can bring up issues with the school culture team

Its in the schools teachers handbook

Kickboard, email, weekly grade team meeting

N/a

Our school has a Student Intervention Team and

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Student concerns are discussed weekly are grade level meetings. Also, the Culture team and students of concern team are always responsive to contact from teachers.

Students can use kickboard, communicate with the Culture Team, and fill out a student intervention form.

Teachers can express their concerns. On some occasions the school's discipline policies can be ammended.

The method we have available are kickboard for marks positive and negative, we also have weekly meetings with our grade level leads where we speak and raise concerns of students. This then gets pushed forward to social workers and additional emotional support that can possibly address any issue that is pertaining to the student or the classroom environment.

The school has a culture team that helps with discipline concerns.

There are multiple opportunities and settings to raise students discipline concerns such as grade team meetings, direct line of communications with supervisors is available at all times.

There is a code of conduct that is constantly being shared with students and staff to ensure proper behavior is taking place during remote learning.

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	We have in place a Students of Concern Team, weekly Leadership meetings, SIT meetings, and grade-level meetings. Teachers have multiple forums to express student concerns.
	We have meetings and a team of teachers and administrators we we can refer students of concerns. Then that team contacts parents and teams.
	We provided students with monthly town hall and behavior incentives.
	We use "kick board" which is a program that lets us track student behaviors both positive and negative, students can win/lose points and we have a written account on how students perform each week. Parents also have access to kick board and can see what behaviors the children are displaying in the classroom.
	We use a Student Intervention Team to support at-risk students.
	We use kickboard, which is an app that allows us to track both positive and negative behaviors.
	We use the Kickboard platform. We have a dean assigned to each grade that we communicate with, we also have grade level meetings to discuss.
	deans, mediation, principle and family
	in team meeting
	team meetings, phone calls home, and family teacher conference

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South Bronx Early College Academy CS

Advisory, Morning Huddles, Social Emotional team heavily participates, we have trainings and discuss SEL work and classroom integration.

Counseling

Counseling is available to all students

Counselors are available 24/7. Social emotional learning is done in every class daily!

Each student has an advisor as well as a counselor. Students are aware that any member of the school is available to provide social-emotional support to any students.

Mentoring, Morning Huddles, Mood Meter Rubric

N/a

Our school has an SEL professional learning community (PLC) that meets weekly to discuss and implement support school-wide. Teacher training is provided based on staff feedback and student trends.

SEL curriculum / advisors and councilors for students.

Social-Emotional and Mental Health awareness is addressed with our social work team and our Social Emotion Learning with Medina.

Strongly

The counselors meet with identified students weekly. These students have a set schedule. Newly identified students are identified by

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South Bronx Early College Academy CS

The school seeks to assist social-emotional and mental health needs both in and out of the building. The school attempt to get as many members as possible involved (students, faculty, guardians and if necessary outside personnel).

The school uses an advisory counselor approach to addressing the social and emotional needs of all students.

The social work team works with students that have social/ emotional challenges.

There are several social groups and small group

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We have advisors assigned to each student. We also have daily advisory classes (morning huddles). Additionally, we have a social work team who works closely with teachers and monitors students' social and emotional well-being. We use a mood meter and polls regularly, as well.

We have an advisory program where all faculty have 6-7 students that they have constant interactions with them and their families. The morning huddles are purposeful in the use of a school-specific mood meter daily. There's also a question provided for the week for students to discuss during their morning huddles. Students, parents, and teachers can refer for at-risk counseling if they see changes in the student behavior.

We have an amazing social work/guidance counselor team and staff has been provided with a system in which we are able to refer students to them if we suspect a student is in need of social emotional support.

We have daily morning (or afternoon) huddles where we have socio emotional learning activities; students share their feelings and participate in

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Assistant principals observe classes weekly, and provide feedback at conclusion.

Kim Marshall in which a teacher's performance is

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Teachers are observed weekly. Once a year, I receive an official Marshall evaluation. After the evaluation, I meet with the VP and discuss what went well, what I can work on and what goals I achieved and steps forward.

The Vice Principal writes evaluations based on observations and monitoring teacher planning resources. He also coordinates with HR and the principal to finalize rubrics. The VP then meets with the teachers to talk about the rubric. Teachers also fill out their self evaluation rubric.

The administration observes teachers randomly and scheduled to access teaching proficiency.

The kim Marshall rubric is used 3 times a year, There are both formal and informal observations conducted regularly.

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	Surveys are regularly sent out to staff. Also during grade team meetings issues are discussed and then brought to leadership by the team leads. We also have two committees formed by the teachers that solicit feedback from teachers on the instruction aed

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South Bronx Early College Academy CS

Q22_Open Describe your understanding of the mission and key design elements of the school:	Clear in manual and frequently evaluated.
	Cooperation, team work, rigor, leadership, communication, in king planning, weekly check ins with supervisors, co directors of student services, communicate with social work team,
	I have a clear understanding of the Vision and Mission at the school
	In a nutshell, we are here to support, develop, and grow kids academically and emotionally.
	N/A
	N/a
	Our mission and the key is to strive to teach students.
	Our mission are our students. We want to provide them with the tools they need to succeed in their academic journey as well as instill in students the importance of working for the betterment of their communities. We provide opportunities for community involvement and expose our students to different experiences such as gardening, interschool communication, student news, exploration of the arts, a robust afterschool program, and the ability to create clubs.
	Our mission is to provide a rigorous standards based education that is tailored towards students' individual needs. We utilize full ICT and strive to have every student graduate with credit in 3 regents courses.
	Our mission to address the needs and growth of all students in our community, We are preparing our students to be successful in academic, mental, social-emotional needs. Create a strong community through the South Bronx
	Our school is designed to provide high quality instruction aligned with both NYS and common core standards. The goal is to provide differentiated and personalized instruction to each student and prepare them for college and careers in the future

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	To raise literacy, awareness, and pride in self and community, to challenge and help students become all they can be, and to prepare them for their future whether it is college or technical.
	To sum it up, our mission is Every Child Every Day. We are committed to making a positive impact on the lives of our students, families, and community.
	We are a student-centered school that provides rigorous instruction for all of our students. We follow an ICT model to ensure students receive differentiated instruction as well as plenty of teacher support (academically, socially, and emotionally).
	We are here to make sure our students are the future that is needed. Our students' success and achievements are ours. Our expectation is that every student becomes a key to what they are meant to succeed in the world.
	We are trying to close the opportunity gap. Every Child, Every Day!
	getting students college-ready
	making sure all students have the skills needed to make it too High school and college.
	n/a
	our mission is to empower every student and help them become productive members of their environment.
	the mission is to educate all students no matter what

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Open End Responses

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Academics

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	71%	60	74%	4,204
	Somewhat Agree	24%	20	19%	1,080
	Neither Agree nor Disagree	2%	2	4%	225
	Somewhat Disagree	1%	1	2%	97
	Strongly Disagree	1%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	71%	60	70%	3,988
	Somewhat Agree	15%	13	20%	1,166
	Neither Agree nor Disagree	7%	6	4%	254
	Somewhat Disagree	4%	3	3%	143
	Strongly Disagree	2%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	62%	52	67%	3,790
	Somewhat Agree	21%	18	23%	1,335
	Neither Agree nor Disagree	14%	12	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	2%	2	2%	113

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Behavior Managment and Safety

Behavior Management and Safety	% by School	

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	50%	42	61%	
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	61%	51	63%	3,572
	My child and/or my family has used this support/service	24%	20	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	32%	27	26%	1,475
	My child and/or my family has used this support/service	7%	6	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3e. Electronic device	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3f. Free/discounted internet	This support/service is offered by the school				
	My child and/or my family has used this support/service				
Q3g. Mental health referral	This support/service is offered by the school				

Support Services	% by School	Total by School	% All Schools	

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Behavior Management

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree				
	Somewhat Agree				
	Neither Agree nor Disagree				
	Somewhat Disagree				
	Strongly Disagree				
Q4b. The school					

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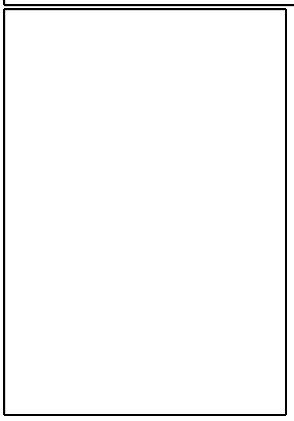
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Family Engagement and Communication

Family Engagement and Communication	% by School	Total by School	

Family Engagement and Communication	% by School	Total by School	% All Schools	Total All Schools
				

Family Engagement and Communication

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?

School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	75%	63	83%	4,724
	No	11%	9	6%	328
	I don't know the school's mission	14%	12	11%	643

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

COVID-19 In-Person Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	15%	13	14%	779
	Somewhat Agree	11%	9	12%	663
	Neither Agree nor Disagree	14%	12	14%	790
	Somewhat Disagree	6%	5	9%	523
	Strongly Disagree	54%	45	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	17%	14	19%	1,085
	Somewhat Agree	23%	19	21%	1,194
	Neither Agree nor Disagree	30%	25	24%	1,384
	Somewhat Disagree	11%	9	11%	623
	Strongly Disagree	20%	17	25%	1,409

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

COVID-19 Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	67%	56	66%	3,744
	Somewhat Agree	18%	15	24%	1,354
	Neither Agree nor Disagree	13%	11	6%	335
	Somewhat Disagree	1%	1	3%	165
	Strongly Disagree	1%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	27%	23	32%	1,812
	Somewhat Agree	20%	17	25%	1,437
	Neither Agree nor Disagree	30%	25	23%	1,332
	Somewhat Disagree	12%	10	11%	621
	Strongly Disagree	11%	9	9%	493

COVID-19 Learning Environment	

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
My child has been in charter school since kindergarten and have liked the teaching because of the learning and discipline and sisterhood and discipline.
The neighborhood
I heard it was a good school, have family members in a charter school
Is the best on my area
*It's good and it's serca from my house
He was not doing well in the previous charter school he was attending.
I choose this school because I have a good experience before with my first son we have a wonderful help , this school always make sure I have all the information in my language and they use many different ways to communicate all the information about school and the progress of my child, I feel my daughter is doing better in person class , and I feel she is safe in this school, I hope we have the chance to have more than 8 grade ,
Good teachers, safe environment and location is near my place of employment l.
*Because it's a good school. It is charter and is close to the house.
I believe this school can help my son excel to higher educational levels.
*Because he likes it
*It was recommended to me by some relatives and I have verified that if it is a good and excellent school
*Education
When she started 6th grade there some came with a IEP and was told that they would help her in anything that she needed and they would support her as much as she needed. The following yr all that went out the window
It's Best in my neighborhood and [close to] the house
I wanted something different for my last daughter. I was tired of public schools

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Because I thought it would be a good school, since it was a charter school, but my son gets bullied on a regular basis. My family is spanish, but we some of us look of white decent, and my son falls into that category. They are racist towards light-skin spanish people in this school. Sad, but very true. A concerned parent over here. We need to do be

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

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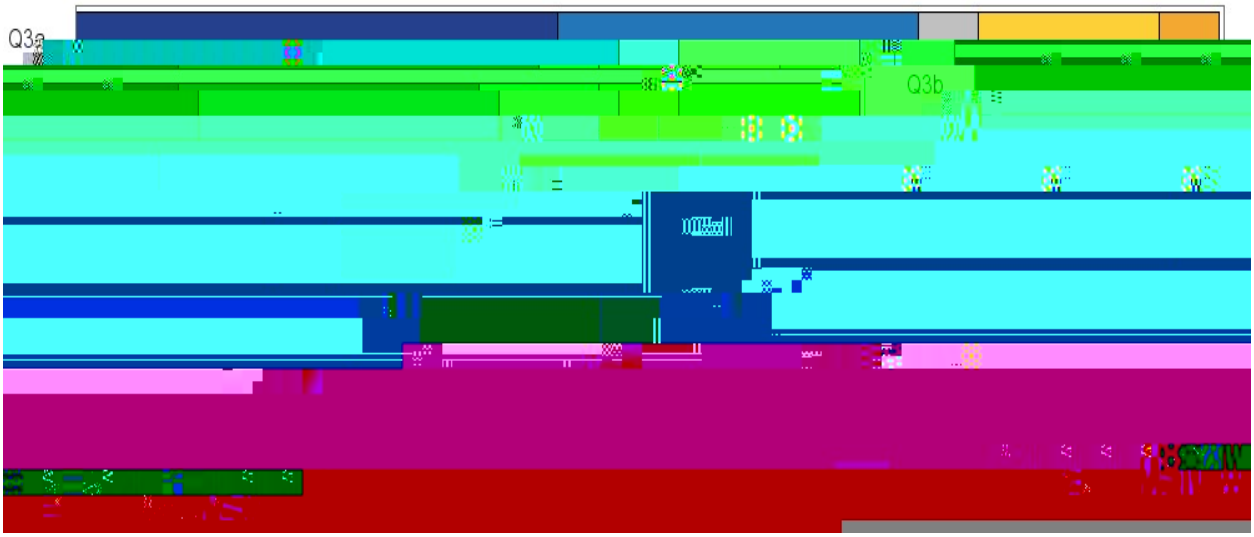

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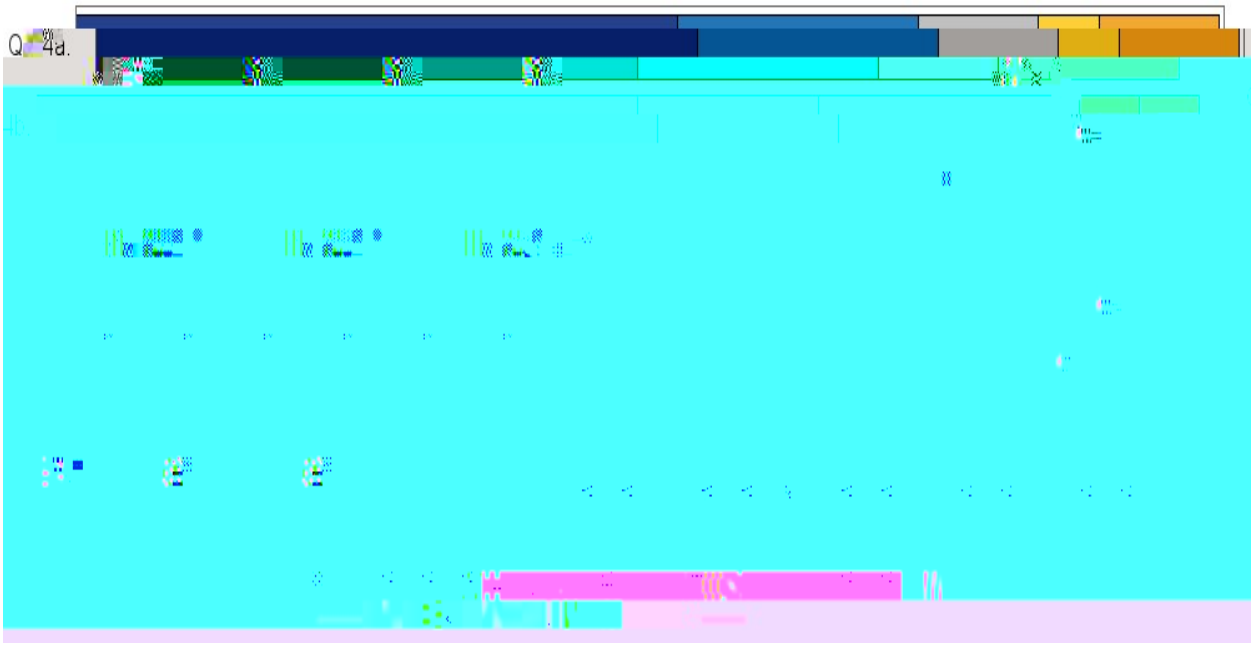

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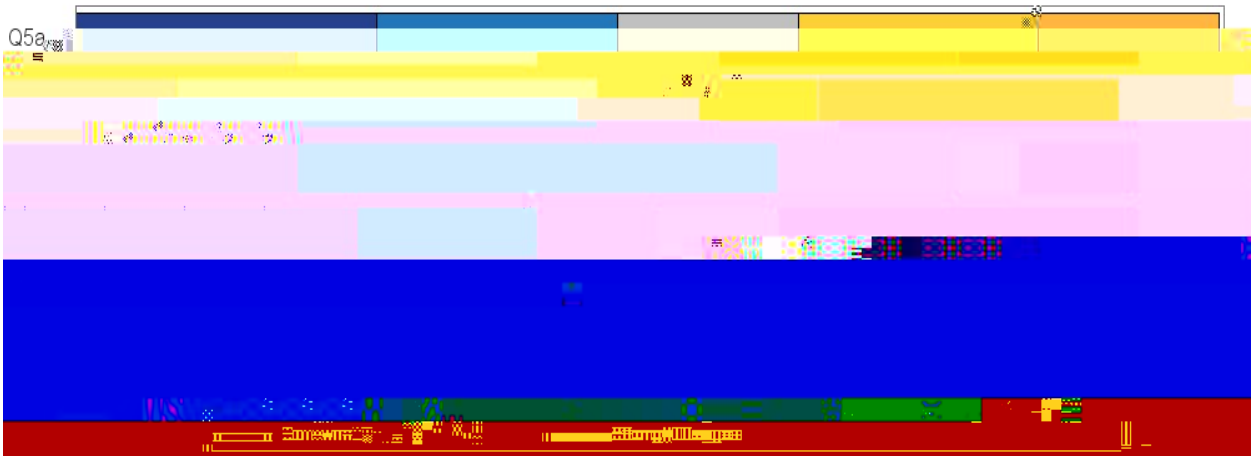
4 D 7KH VF IROORZV WI 1<6(' DSSUF LGHQWLILF SURFHVV IR VWXGHQWV GLVDELOLW	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 E 7KH VF IROORZV WI 1<6(' DSSUR LGHQWLILF SURFHVV IRU (QJOLVK OD OHDUQHUV	6WURQJO\ $JUHHI ‰`Pu bDÀ `9@@u Rc($L – •@I™UHH DWLRQ QJXDJH			

0HDVXUHV RI &XOWXUH &OLPDWH DQG 6WXGHQW (



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4 D 7KH V KDV SURF DQG SURF LQ SODFH DGGUHVV DEVHQWHH DOO VWXG	6WURQJ\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJ\ 'LVDJUHH				
4 E ,Q JH DWWHQGD QRW DQ LV WKH VFKR	6WURQJ\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJ\ 'LVDJUHH				

0HDVXUHV RI &XOW DQG 6WXGHQW (Q	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH V KDV SURFI DQG SURF LQ SODFH DGGUHVV VFKRRO VXVSHQVL UDWHV IRU VWXGHQW VXE JURXS VXFK WKD VWXGHQW IXOO\ HQJ ZLWKLQ W VFKRRO FRPPXQLW KDYH DFFH WKH HGXF SURJUDP	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 GP KH VLW U	6DWHU R”QJO\ R$			

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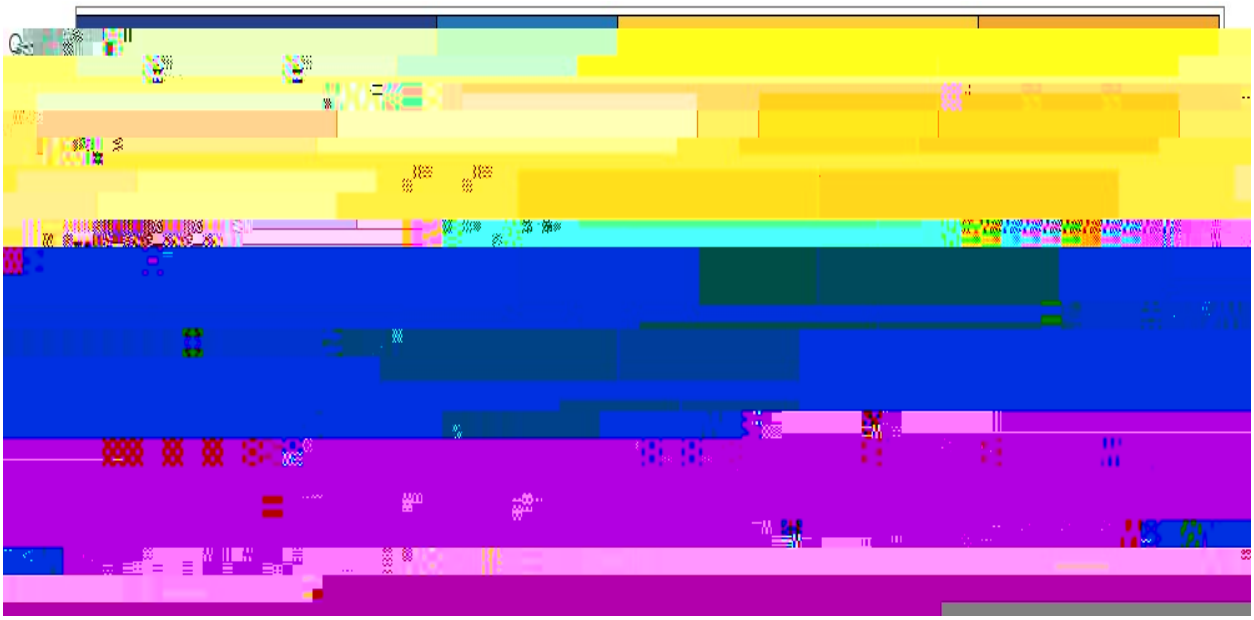

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6DIHW\ 5$7(

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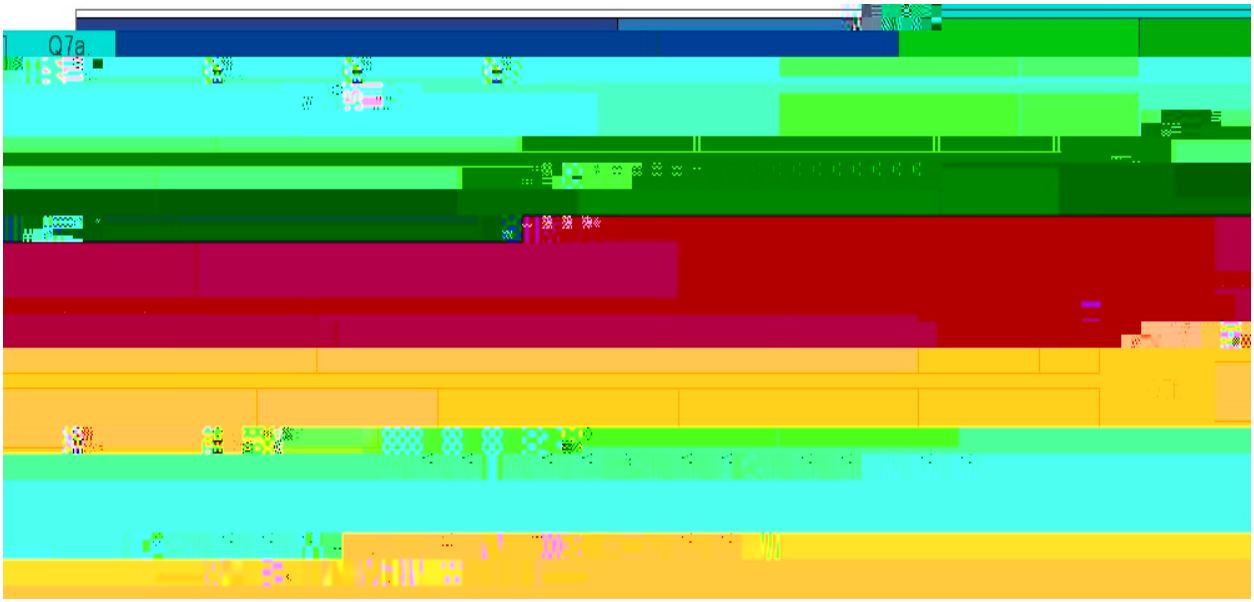

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4 G 7KH VF KDV KLJK EH H[SHFWDWL VWXGHQWV	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 H 7HDFKH VWXGHQW L FRXOG W\SL GHVFULEHG VXSSRUWLY UHVSHFWIX	6WURQJO\ $JUHH 6RPHZKDW $JUHH /LRQV 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 I 7KHUH L XQLIRUP H[SHFWDWL WHDFKHUV FODVVURRP PDQDJHPHQW \RXU VFKRRO	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJ)“ $J $JUHH $J $JUHH			

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6287+ %521; ($5/< &2//(*($&$'(0< &+$57(5 6&+22/

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4 :KHQ LV WKH ODVW WLPH \RX UHFHLYHG D FRS\ RI WK

'LJQLW\ IRU $OO $FW '$6$		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR(	7RWDO $OO 6FKRROV
4 :KHQ WKH ODV \RX UHF D FRS\ R VFKRRO '6 SROLF\"	7KLV VFKRRO \HDU				
	7KH SUHYLRXV VFKRRO \HDU				
	3ULRU WR WKH SUHYLRXV VFKRRO \HDU				
	, P QRW DZDUH RI DQ\ '6 SROLF\				

1<6(' &62 7HDFKHU 6XUYH\

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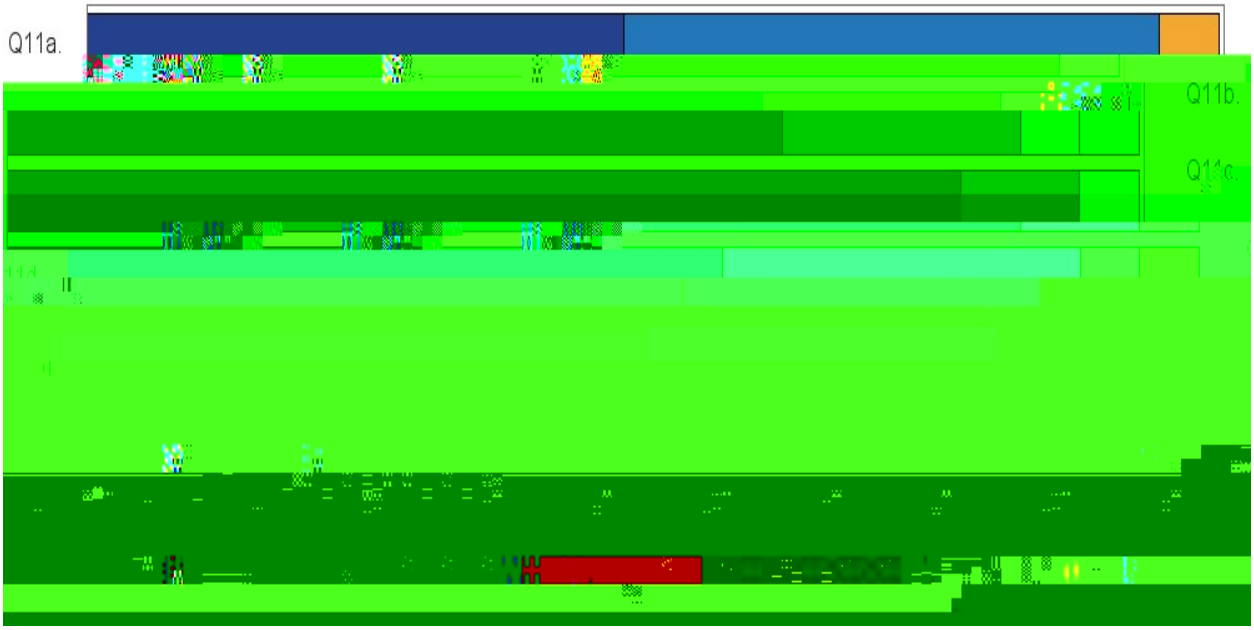
)DPLO\ (QJDJHPHQW DQG &RPPXQLFDWLRQ



)DPLO\ (QJDJHPHQW &RPPXQLFDWLRQ	E\ 6FKRRO	7RWDO 6FKRRO	$OO 6FKRRO	7RWDO $OO 6FKRROV
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4 E 3DUHQ UHFHLYH UH DQG WLPHO LQIRUPDWL WKHLU FKLO DFDGHPLF SURJUHVV LQ KRPH ODQJXDJH	6WURQJO\ $JUHH 6RPHZKDW $JUHH $JUHH asu WKHPQ@FKZOVG VPuapÀ`8ˆuQ•Vl–… DWKDHQ@cHPPDG 8€˜WKHLu WKEPPQ@HZ•V WKEPPQ@HZOG $JUHH	PuapÀ`8ˆuQ•Vl–… PuapZ•Vuˆ€u PuapÀ`8ˆuQ•Vl–… 0 PuapÀ`8€uQ•Vl–… PuapÀ`8ˆ€uQ•Vl–… 0		

)DPLO\ (QJDJHPHQ &RPPXQLFDWLR	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH VF XVHV PDQ\ PHWKRGV R FRPPXQLFD ZLWK IDPLO	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 G 7KH V VHHNV IHHG IURP SDUHQ WKURXJK V PHHWLQJV RWKHU ZD\	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 H 7KH VI KDV D V\VW DQG WUDQV SURFHVV IR UHVSRQGLQ IDPLO\ RU FRPPXQLW\ FRQFHUQV	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 I 7KH VF LQIRUPV SDUHQWV DERXW KRZ LW SHUIRUPV FRPSDUHG WR RWKHU VFKRROV LQ WKH GLVWULFW DQG 1HZ <RUN 6WDWH				

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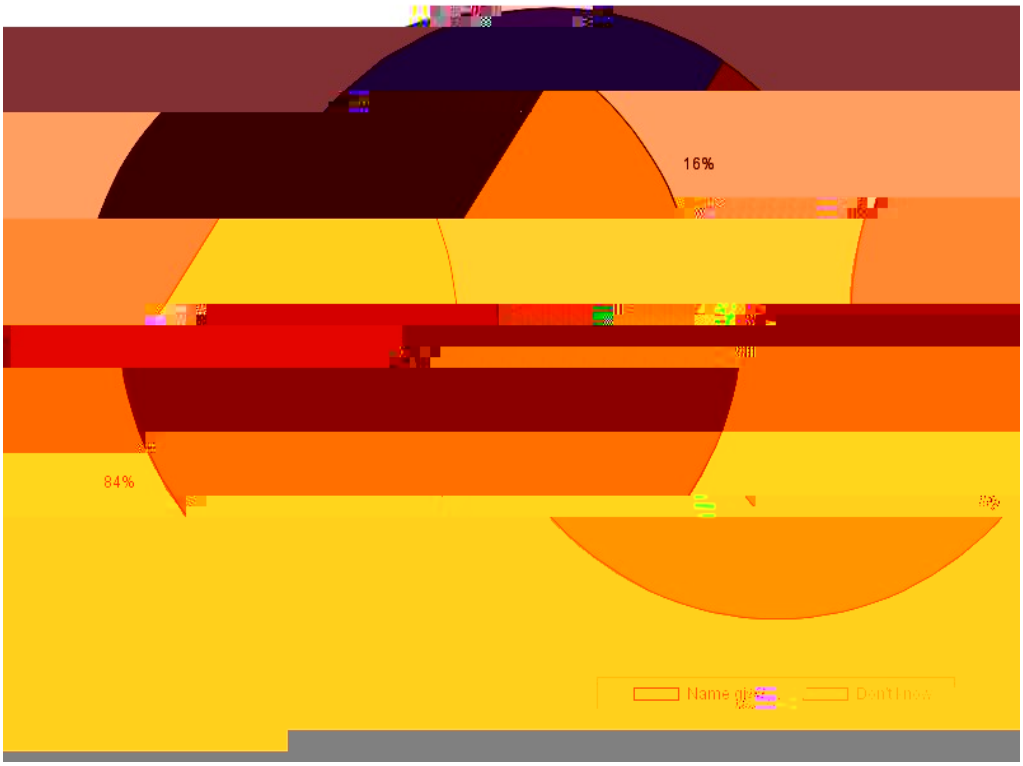
4 :KDW LV WKH QDPH RI \RXU VFKRRO V 0F.LQQH\ 9HQ



0F.LQQR1< QR1< Q` RX P `9 QR1< QR1< Q` RX P `9 QR1W, – 9

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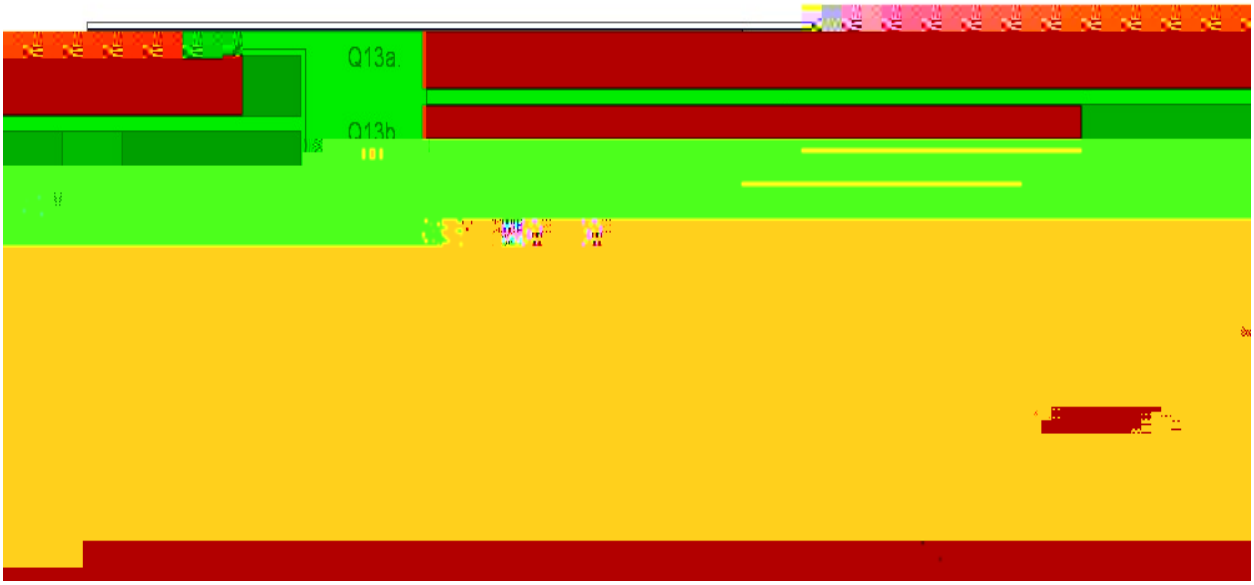
6RFLDO (PRWLRQDO DQG 0HQWDO +HDOWK 6XSS



6RFLDO (PRWLRQDO +HDOWK 6XSSR	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VF KDV VRFLDO HPRWLRQDO PHQWDO KH SURJUDPV D VXSSRUWV I VWXGHQWV	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 E 6FKRRO OHDGHUV FROOHFW DQG XVH GDWD WR WUDFN WKH VRFLDH0pÀ				

6RFLDO (PRWLRQDO +HDOWK 6XSSR	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 6FKRRO OHDGHUV FR XVH GDWD U WKH LPSDFW SURJUDPV G WR VXSSRUW VRFLDO DQG HPRWLRQDO DOO VWXGH	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 G 7KH VF SURYLGHV V SURIHVVLRQ GHYHORSPH RSSRUWXQL VXSSRUW WK HPRWLRQDO PHQWDO KH VWXGHQWV FXOWXUDOO UHVSRQVLYH	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 H 7KH U	– @ 4 q™ Q ^ àu @ A C ' L W A%q€4 0@4 D#1 D' JA€4 @ ! 40 Æ,			

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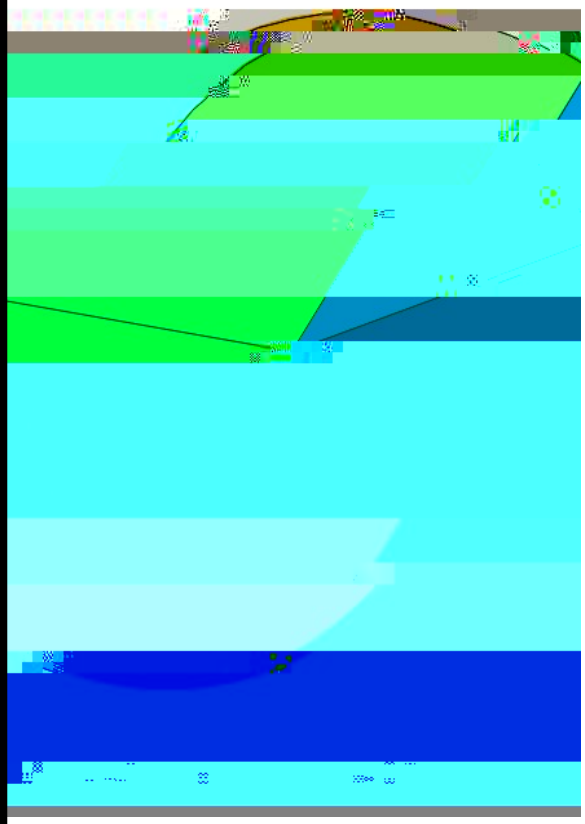

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1<6(' &62 7HDFKHU 6XUYH\

7HDFKLQJ 0RG	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRRO	7RWDO $OO 6FKRROV
4 F &RQFXUUH	WR			
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6FKRRO /HDGHU\	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV

4 F 7KH VFKRRO VXFFHVVIXOO\ UHFUXLWV KLUHV DQG UHWDLQV NH\

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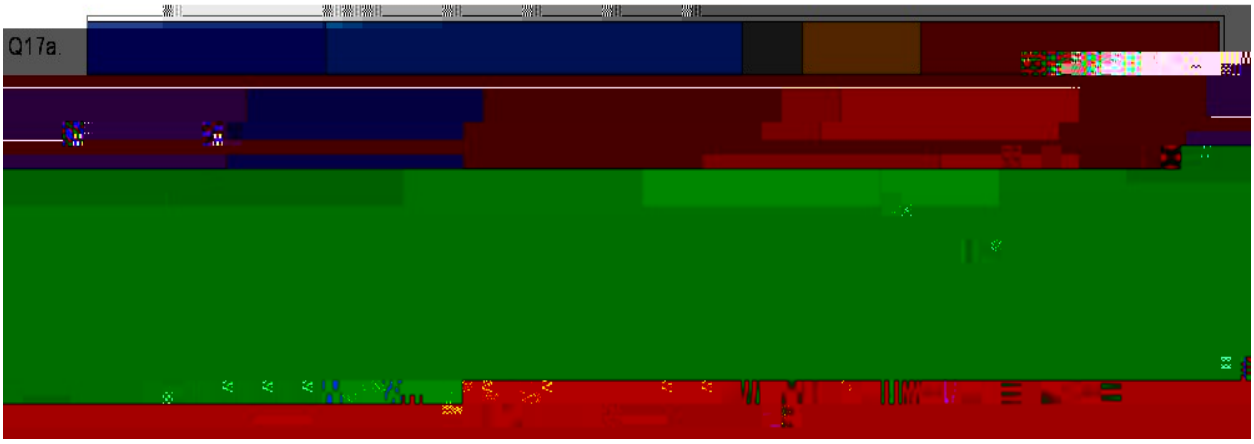
3URIHVVLRQDO &OLPDWH



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	6RPHZKDW $JUHH IRU			
	1HLWKHU $JUHH QRU 'LVDJUHH			
	6RPHZKDW 'LVDJUHH			
	6WURQJO\ 'LVDJUHH			
4 E 7KH VF HQVXUHV WK KDV WKH UH VNLOOV H[S DQG SURIHV GHYHORSPH QHFHVVDU\ DOO VWXGH LQFOXGLQJ LQ VXEJURX	6WURQJO\ $JUHH			
	6RPHZKDW $JUHH			
	1HLWKHU $JUHH QRU 'LVDJUHH			
	6RPHZKDW 'LVDJUHH			
	6WURQJO\ 'LVDJUHH			

3URIHVVLRQDO &		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH VF IXOO\ VWDII SHUVRQQHO DEOH WR PH RSHUDWLRQ LQFOXGLQJ KXPDQ UHVR DQG FRPPXQLFDW	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

3URIHVVLRQDO &	E\ 6FKRRO	7RWDO 6FKRRO	$OO 6FKRRO	7RWDO $OO 6FKRROV
4 F 7KH				

1<6(' &62 7HDFKHU 6XUYH\

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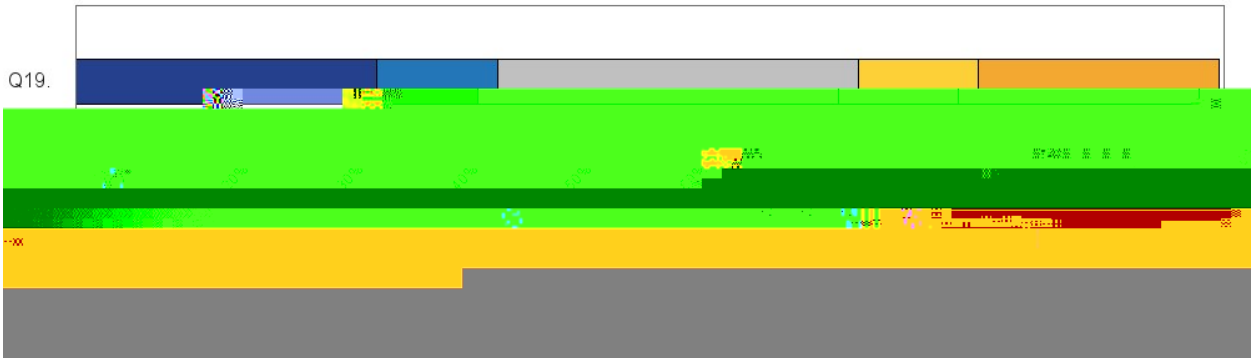
3URIHVVLRQDO &OLPDWH



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4 +RZ VWURQJO\ DJUHH RU GLVDJUHH WKHUH LV WHUP FDU SDWKZD\ R SSRUWX SURIHVVL JURZWK IR DW WKLV	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

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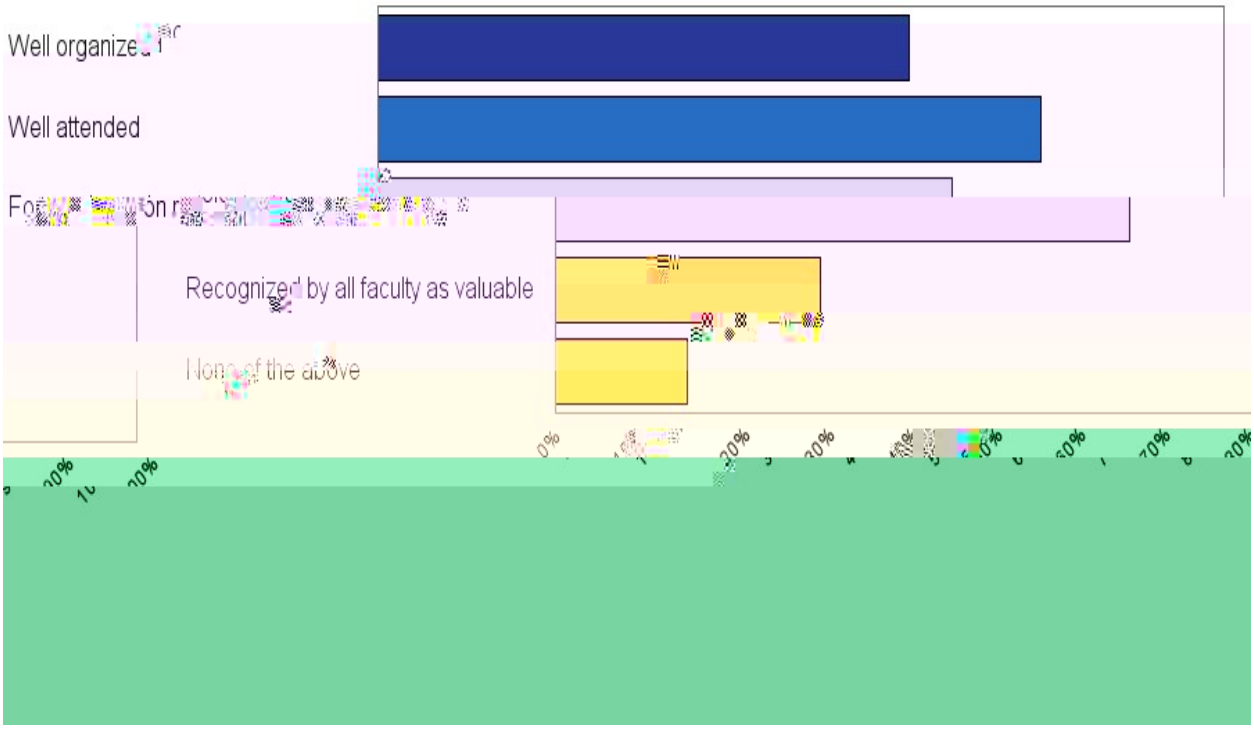

4 0HHWL VXFK DV ID VWDII JUD(FXULFXOD VWXG\ DQG DUH	E\ 6FK	7RWDO 6FKRR(	$OO 6F	7RWDO $OO 6FKRROV
:HOO RUJDQL]HG				
:HOO DWWHQGHG				
)RFXVHG RQ UHOHYDQW FRQWHQW				
5HFRJQL]HG E\ DOO IDFXOW\ DV YDOXDEOH				
1RQH RI WKH DERYH				

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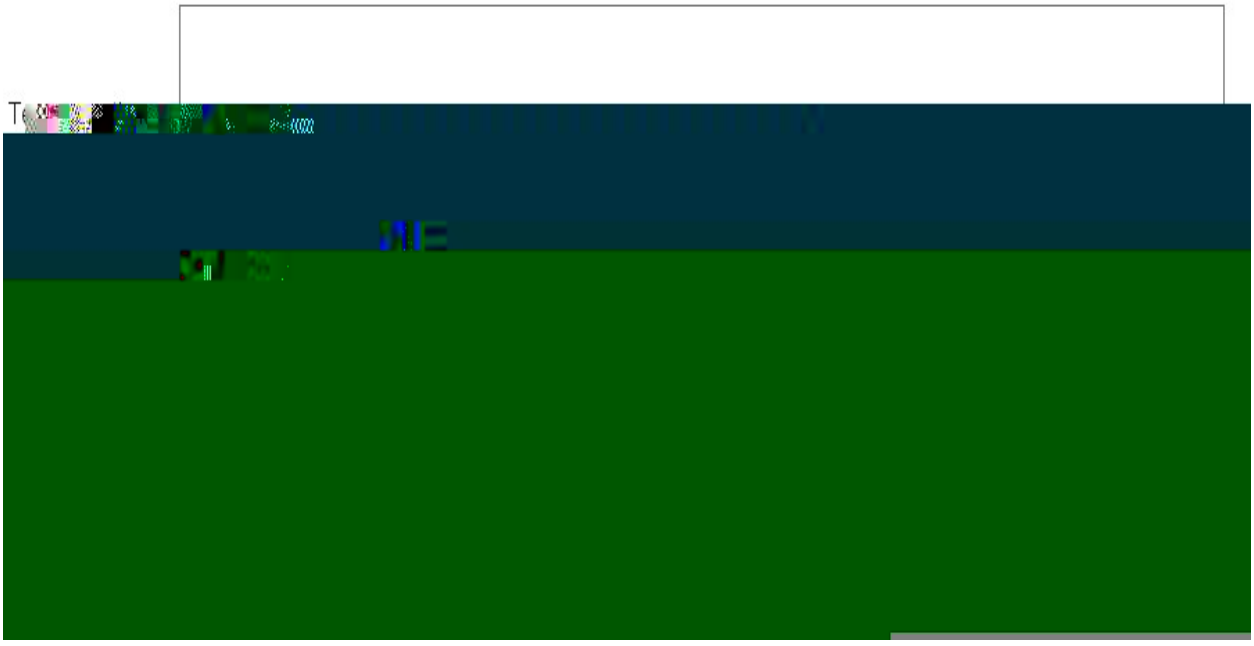
4 6HOHFW DOO W\SHV RI PHHWLQJV ZKHUH IDFXOW\ PHPEHUV



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4 6HOHFW DOO W\SHV RI PHHWLQJV ZKHUH IDFXOW\ PHPEHUV

4 6HOHFW DOO PHHWLQJV ZKHUH PHPEHUV FROOD ZLWK RQH DQ	E\ 6FKRRO	7RWDO 6FKRRO	$OO 6FKRROV	7RWDO $OO 6FKRROV
7HDP PHHWLQJV				
'HSDUWPHQW PHHWLQJV				
6WDII PHHWLQJV				
,QIRUPDO SODQQLQJ WLPH				
7HDFKHU SURIHVVLRQDO OHDGHUVKLS PHHWLQJV				
2WKHU				

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6287+ %521; ($5/< &2//(*($&$'(0< &+$57(5 6&+22/

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4 3OHDVH SURYLGH DQ\ DGGLWLRQDO LQIRUPDWLRQ \R

LQIRUP WKH 1<6(' &KDUWHU 6FKRRO 2IILFH DERXW WKLV

VXJJHVWLRQV IRU DUHDV WKH VFKRRO FDQ LPSUR

4XHVWLRQ $QVZHU
7KH ERDUG RI WUXVWHHV DW WKLV VFKRRO KDV ORVW WKH DELOLW\ W IRUZDUG 7KH\ KDYH PDGH GHFLVLRQV WKDW ZLOO QHJDWLYHO\ DIIHF
'DYLG . WKH SULQFLSDO LV DQ DPD]LQJ KXPDQ EHLQJ ,W V DQ KRQRU